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ABSTRACT

The National Network of Principals' Centers is an organization established to foster the exchange of ideas and facilitate professional communication among the many principals' centers and leadership academies in the United States and internationally. This 1988/89 edition offers listings of colleagues in this field from over 39 states and 4 foreign countries (Australia, Canada, England, and Indonesia). Organized in alphabetical order by state, the listings include the centers' names, addresses, contact persons, and brief descriptions of the centers' purposes and program features. An addendum to the directory includes six additional references. (SI)

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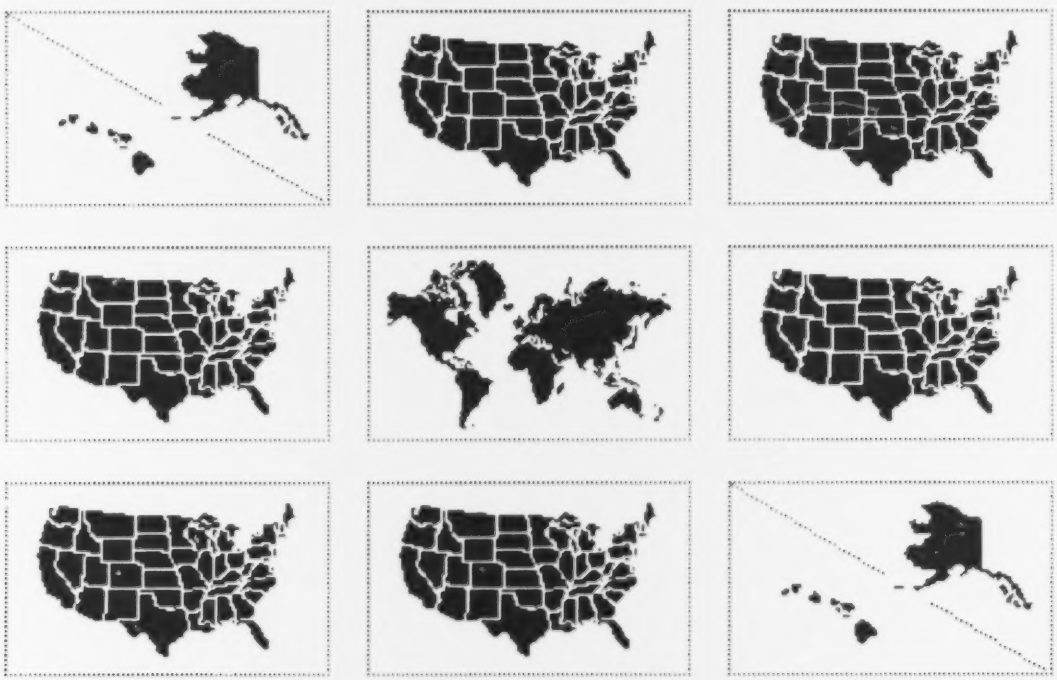
National Directory of Principals' Centers



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The
PRINCIPALS'
Center

HARVARD UNIVERSITY
Graduate School of Education

EA 020 683

National Directory of Principals' Centers

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Editor: Richard Ackerman
Production Assistants: Patricia McPherson
Petra Nicholson
Beverley O'Reilly
Design Consultant: Alan Hoffman

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Welcome to the

NATIONAL NETWORK OF PRINCIPALS' CENTERS

We are delighted to share the 1988/89 edition of the National Directory of Principals' Centers. Principals' centers are as diverse in their organization as they are in their membership. Many centers are a formal part of state departments of education. Some are grass roots organizations, established by autonomous groups of principals. Some centers have been established through the efforts of school districts, and other are integral parts of university departments of education. Many centers combine several sponsorships, but the goal is the same: to help principals provide leadership for their schools.

The National Network of Principals' Centers is an organization established to foster the exchange of ideas and facilitate professional communication among many of these principals' centers and leadership academies in the United States as well as several foreign countries.

We believe this Directory offers you a resource of readymade colleagues. Take this as an invitation to get in touch with each other.

See you at the 1989 Conversation in West Virginia.

Sincerely,

The Harvard Network Team

Richard Ackerman
Roland Barth
Donn Gresso
Becky van der Bogert

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THE PRINCIPALS' CENTER

IN-SERVICE EDUCATION CENTER
JACKSONVILLE STATE UNIVERSITY
RAMONA WOOD BUILDING
JACKSONVILLE, AL 36265
(205) 231-5985

CONTACT PERSON:
MARY JEAN W. PAXTON

The Principals' Center at Jacksonville State University is a product of the cooperation among the University, the State of Alabama and the public school principals in the northeast region of the state. Its early impetus came from the Alabama Education Reform Act of 1984, which called for the establishment of regional in-service education centers for public school teachers. Jacksonville State University was designated as one of those centers, with the mission to provide in-service programs for public school administrators.

The materials from the Harvard Principals' Center were presented to a group of principals in this region. They were enthusiastic about forming a principals' center and they have served as a steering committee to plan monthly programs for elementary and secondary school principals. The programs are presented in the morning and are followed by a luncheon at which time the principals have the opportunity for informal sharing of their problems and ideas.

The University provides office space, and meeting space for the Principals' Center. All funding, to date, comes from the Governor's Education Reform Commission. Approximately 130 principals are actual or potential members of the Center.

ALASKA RURAL SCHOOLS

LEADERSHIP NETWORK
RURAL COLLEGE
UNIVERSITY OF ALASKA, FAIRBANKS
FAIRBANKS, AK 99775-0600
(907) 474-6642

CONTACT PERSON:
DAVID HAGSTROM

Alaska's Rural Schools Leadership Network was formed in 1985 by educators who desired a vehicle for exchanging ideas and who wanted a place where they might receive professional support and encouragement. The Network is an active partnership between the University of Alaska and those educators with leadership responsibilities in the small rural schools of Alaska. Participants attend one general membership event a year (an annual summer meeting), are involved in other state educational meetings as part of subgroups and communicate with one another throughout the year by audio-conference, video programming and computer mail.

The organization has grown from an informal gathering of twelve persons in 1985 to a membership of one hundred in 1988. The three most recent Network developments are the establishment of a financial plan which funds the operation of the organization (operational monies are now coming from a combination of federal, state and private sources), the establishment of a close professional relationship with the Leadership Academy (a very successful professional growth and development program initiated by the Alaska Department of Education) and the establishment of liaison with Alaska's new Native Administrator Program. As a result of these three developments, the Network hopes to promote three new programs during the 1988-89 academic year: Principals exchanges/visitation programs within Alaska, the formation of a Principals' Teaching - Leadership Core (to deliver professional growth workshops within Alaska) and a variety of forums to be co-sponsored by the Network and the Native Administrator Program. The Network's goals continue to be providing for the exchange of ideas and encouraging the establishment of professional support.

ARIZONA PRINCIPALS' ACADEMY

ARIZONA DEPARTMENT OF EDUCATION
1535 WEST JEFFERSON
PHOENIX, AZ 85007
(602) 255-5105

CONTACT PERSON:
BARBARA L'ECUYER-NORDLUND

The Arizona Principals' Academy was initiated in 1984 by the State Superintendent of Public Instruction in response to interest from the State Board of Education, professional organizations, e.g., Arizona School Administrators, Inc., and the State Legislature. The Academy was organized by the Arizona Department of Education with support from the Center for Excellence in Education at Northern Arizona University in Flagstaff. Subsequent legislation to support the Academy has insured its continuance.

The Arizona Principals' Academy pursues standards for educational leadership on a continuing basis. Participants experience an intensive program which includes "hands on" sessions presented by outstanding national and Arizona professionals from education and business, selected because of demonstrated success and effectiveness in their topic areas. A majority of the presenters are practicing Arizona principals. A school improvement plan, required of all participants, is a logical outcome of the Academy. Two day long follow-up seminars encourage idea exchange, collegiality, and growth.

A Principals' Advisory Council, composed of representatives from differing segments of the educational community and from business/ industry, guides the planning, monitors the program, and evaluates the success of the Academy.

CALIFORNIA SCHOOL LEADERSHIP ACADEMY

313 WEST WINTON AVENUE
HAYWARD, CA 94544
(415) 887-8808

CONTACT PERSON:
STANLEY SCHAINKER

Created by the State Department of Education in response to the legislative mandate of the California School Reform Act (SB 813), the California School Leadership Academy (CSLA) is dedicated to the following mission: to help aspiring and practicing school administrators strengthen their instructional leadership skills and strategies in order to improve student learning in California.

The CSLA actually consists of two distinct but interrelated components—a centralized staff that coordinates both the development of training materials and activities and the training of trainers to utilize those materials and activities and regional Administrator Training Centers (ATCs) located throughout the State that deliver the training to the field. Aspiring and practicing school administrators in all fifty-seven counties of California have an opportunity to participate in the CSLA program.

By design, the CSLA focuses only on instructional leadership—the crucial, although not the sole, responsibility of school administrators. More specifically, the program is based on the premise that effective instructional leaders are those who understand and utilize established processes or systems within any school or district to accomplish school improvement goals that lead to improved student learning. The CSLA refers to these processes as "instructional leverage points" and has selected sixteen of these points of leverage on which to base its three year program of training.

CALIFORNIA SCHOOL LEADERSHIP ACADEMY
CALIFORNIA STATE DEPARTMENT OF EDUCATION

721 CAPITAL MALL,
PO BOX 944272
SACRAMENTO, CA
94244-2720
(916) 322-3068/7726

CONTACT PERSON:
FRED TEMPES

The Hughes Hart Educational Reform Act of 1983 (SB813/83) authorized the California State Department of Education to establish the California School Leadership Academy (CSLA).

The CSLA was created to identify the important behaviors (i.e., competencies) that constitute effective instructional leadership, to develop and field-test training modules that will lead to the development or strengthening of those competencies, and to train those who ultimately will be responsible for working with practitioners through the state. It is important to emphasize that the Academy and the staff of the Institute will focus most of their efforts on the aspect of educational leadership—the critical area of instructional leadership.

Eleven regional Administrator Training Centers (ATCs) and three service area training centers around the state promote the modules developed by the Academy, select participants, deliver training and follow-through/ support services, evaluate their program and provide a variety of services based on local needs. ATC selected aspiring new and experienced administrators participate for a three year structured commitment supported by their Superintendents and School Boards.

Each ATC offers additional services based on regional needs in addition to this core program.

SAN DIEGO-IMPERIAL COUNTIES ADMINISTRATOR TRAINING CENTER

SAN DIEGO COUNTY
OFFICE OF EDUCATION
6401 LINDA VISTA ROLAD
SAN DIEGO, CA 92111-7399
(619) 569-5304

CONTACT PERSON:
DIANE YERKES

The San Diego Imperial Counties Administrator Training Center is part of the California School Leadership Academy. Funded by state reform legislation and comprised of fourteen centers throughout California, the CSLA seeks to train site administrators to be more effective instructional leaders. Important components of the program include a three-year commitment to training (forty-five days), district support (recommendation, board and superintendent training), a comprehensive follow-through effort, and an individualized school improvement project. The training is experiential and activity-based, with attention paid to theory and current research, and significant emphasis on practical application of new skills and knowledge. Reflection, collegiality, problem-solving, peer support for "next steps," and ATC and district support for application are essential ingredients.

The content of ATC training includes such topics as: organizational culture; vision, mission and goals; student performance; curriculum; instructional strategies; professional accountability; school climate; involving parents; professional development; content area training, and change. Each of the three years begins with a module on increasing leverage through instructional leadership.

While this ATC provides other programs (aspiring administrator series; intern training; Editor-at-Large, a help in writing community newsletters; and other instructional leadership training), the emphasis is on the CSLA program. In its third year, the San Diego Imperial Counties ATC has enrolled 220 participants and utilizes forty-eight top quality administrators and staff developers as trainers. Because of the support of enrolled districts, the San Diego County Office of Education, and highly committed trainers, the two staff members believe the program is succeeding in developing the next generation of school leaders. Most of all, the participants are achieving success—in their schools, with faculties, with students, in their careers and in their growing confidence and skill as instructional leaders.

FAR WEST LABORATORY

1855 FOLSOM STREET
SAN FRANCISCO, CA 94103
(415) 565-3022
565-3065

CONTACT PERSON:
GINNY LEE
FAYE MUELLER

The Peer-Assisted Leadership (PAL) program for principals was created in response to principals' needs to reduce their professional and personal isolation from peers. PAL participants work with a peer partner throughout the year-long program. They observe and interview each other several times and then analyze and summarize their data. In doing so, their work is guided by a conceptual framework derived from Far West Laboratory's research on successful principals. Principals who have participated in this program report that PAL has enabled them to:

- Improve their observation and interview skills;
- Become more conscious of their styles, actions, and intentions;
- Obtain assistance and learn useful tips from their colleagues;
- Understand the overall context of their leadership roles; and
- Reduce their isolation and develop a peer support system.

Since its inception in 1983, elementary and secondary principals and vice-principals from the Laboratory's region have participated.

Besides direct work with school administrators, Far West Lab staff have also developed and delivered a program that trains trainers to deliver PAL to principals. Created in response to requests from members of SEAs, LEAs, and universities, this program provides training and feed back that leads to participants becoming certified PAL trainers who are entitled to deliver the program to school administrators using Far West Laboratory's procedures and materials.

In addition to these programs, an adapted version of PAL has been created in which specific elements of the program (generally the shadowing and interviewing techniques) can provide peer partners with strategies they can use to support the implementation of other training content or induction into a new role. This program has been piloted and tested with administrators and a program to train trainers will be piloted in the fall of 1988.

Funding for PAL has come from a federal grant to Far West Laboratory and from contributions from participating districts, county offices, and

laboratories of education. While a formal governing body does not exist, an informal advisory group of past participants has been formed to provide input on ways to adapt and refine the trainings.

GLOBAL EDUCATORS

15200 HESPERIAN #101
SAN LEANDRO, CA 94578
(415) 276-0355

CONTACT PERSON:
ROBERT FREEMAN
JANE BOSTON

Global Educators is a private, non-profit organization which works with educators to promote schooling for effective citizenship in our diverse, interdependent, and rapidly changing world. It offers programs and consultant services which address organizational issues such as team building, problem-solving, and the development of collaborative networks.

As a major partner in both the California International Studies Project and the Bay Area Education Program, Global Educators is responsible for providing training and liaison services to six regional centers and twelve individual school districts. Although most programs are designed for cross-role participation, some events are planned specifically for principals. Each of the projects publishes a newsletter quarterly.

In cooperation with Las Palomas de Taos, Global Educators sponsors an annual forum for principals which addresses the topic of the school as a "community of learners". Principals from throughout the country are welcome to participate in this program.

CALIFORNIA SCHOOL LEADERSHIP ACADEMY NORTH BAY AND COASTAL CONSORTIUM

ADMINISTRATOR TRAINING CENTER
410 FISCAL DRIVE, ROOM 111E
SANTA ROSA, CA 95403
(707) 838-9739

CONTACT PERSON
NORMAN F. GLENN

As part of the Hughes-Hart Educational Reform Act of 1983 (SB 813) the state legislature funded administrator training centers to deliver the instructional leadership program developed by the Institute for Training Development and Research (also funded by the State Department of Education). This administrator training center (ATC) is one of fourteen ATC's serving the State of California.

The instructional leadership program focuses on implementation of effective instructional leadership skills in a collaborative professional growth relationship among participants and ATC staff. A three-year commitment is required by each participant which includes fifteen days each year of formal interactive skill development experience centering on these training modules:

Year I

- Creating a Vision for Instructional Excellence;
- Shaping the Schools Culture to Promote Student Learning;
- Increasing Your Leverage as an Instructional Leader I;
- Using Your Schools Student Performance Data for Instructional Decision-Making;
- Establishing Your Schools Missions and Goals;
- Strengthening the Curriculum;
- Developing Instructional Strategies.

Year II

- Increasing Your Leverage as an Instructional Leader II;
- Taking Stock of Yourself as an Instructional Leader;
- Increasing Staff Effectiveness Through Accountability;
- Enhancing Student Success Through Positive School Climate;
- Involving Parents as Partners in Promoting Student Learning;
- Helping Your Staff to Grow Professionally.

Year III

- Leverage III/Determining an Appropriate

Intervention for School Improvement;
- Improving the Quality of English/Language Arts Program;
- Improving the Quality of the Math Program;
- Improving the Quality of the Science Program;
- Improving the Quality of the Social Science Program;
- Marshalling Your Resources for School Improvement;
- Overcoming the Inevitable Resistance to Change;
- Adjusting and Monitoring Plans for School Improvement;
- Implementing School Improvement Projects (Follow-through Support).

Participants are supported through a board resolution and superintendent commitment as well as board and superintendent participation in a two-day strategy support workshop.

Participants are selected by superintendents to participate as associate members of the California School Leadership Academy.

COLORADO PRINCIPALS' CENTER

UNIVERSITY OF COLORADO AT DENVER
SCHOOL OF EDUCATION
1200 LARIMER STREET,
CAMPUS BOX 106
DENVER, CO 80204
(303) 556-3366

CONTACT PERSON:
LANCE WRIGHT

A group of Colorado principals attended the Harvard Principals' Center Summer Institute in 1985. They returned home asking, "Can we start a principals' center in Colorado?" The "yes" responses came from key people in several institutions.

The University of Colorado at Denver's School of Education, headed by Dean William Grady, and the Colorado Association of School Executives, headed by Dr. Gerald Difford, formed a partnership to get the ball rolling. Several superintendents agreed to join the partnership by contributing district development funds for the new venture. A board of directors was formed, and thus began the Colorado Principals' Center.

The board of directors has identified four goals for the Principals' Center:

- to enable principals to shape their professional intellectual development;
- to build a level of principal commitment and participation to continue the Center through its first three years;
- to conduct research on the Center, and field-based research on the principalship; and
- to secure a variety of funding sources to support Center continuation through its first three years.

Center events include panel discussions, seminars, and workshops, each averaging two hours in length. Reflective writing for clarifying thinking is a feature of Center events. Sessions address controversial school issues such as principal-teacher relations, instructional leadership skills and issues, school leadership issues, school-community relations, legal issues, and administrator self-appraisal. Principals are the primary presenters for events. The Center invites occasional university faculty, national speakers, and other local speakers to present sessions.

Current research projects include the Beginning Principal Study, a study of the developing professional identity of first year high school principals. This national study is being conducted in collaboration with Gene Hall and his former colleagues at the University of Florida.

A quarterly newsletter is published which includes information about upcoming events, membership,

and other items of interest to principals.

An annual residential Summer Institute is held in the mountains which allows principals to concentrate time on selected school improvement issues.

NORTHERN COLORADO BOCES

830 S. LINCOLN
LONGMONT, CO 80501

CONTACT PERSON:
DEBBIE WELCH

The NCBOCES L.I.F.E. program is using Thomas Sergiovanni's five threads of leadership as the "big picture" to frame our curriculum. These threads include:

- Technical
- Human
- Educational
- Symbolic
- Cultural

Excellent leaders have a tapestry composed of all five threads. As they grow in complexity and sophistication, leaders are constantly adding to or refining their tapestry. By offering partnerships with community resources, we can offer personalized training options to best meet a participant's needs.

Within each of the five threads a carousel of activities to facilitate participant needs will be offered. Participants will write action-plans depending on their area interests and needs.

Action plans will be designed for skill transfer so that new learnings can be applied to the work setting. Many of the activities will take place after school and in the evening. College and recertification credit will be given (pending).

Participants will be given personalized training packages which include resources from local businesses and industries, (Kodak, Hewlett Packard etc.) universities, consultants, and participant expertise.

THE PRINCIPALS' CENTER AT COOPERATIVE EDUCATIONAL SERVICES

785 UNQUOWA ROAD
FAIRFIELD, CT 06430
(203) 255-7585

CONTACT PERSON:
LOIS LIBBY
JACK GILCHRIST

The idea for a Principals' Center in Norwalk originated from a regional Principals' Council of the Cooperative Educational Services.

Governed by a Board of Directors of eighteen principals, the Center offers well-known speakers, dinner meetings, workshops for principals, and bi-monthly discussion groups for middle school, elementary and high school principals. Discussion groups are led by practicing principals. The Center offers a summer institute program of four days with 3 follow-up sessions and peer coaching. The Center is financed through membership fees paid by principals, by state grants and corporate donations.

A corporate liaison program has afforded 40 training opportunities in corporate training facilities connected with General Foods, QSP (Readers Digest) and Xerox Corporation.

The Principals' Center will financially support a grant proposal for one of its members annually.

CONNECTICUT PRINCIPALS' ACADEMY

C/O CONNECTICUT STATE DEPARTMENT OF EDUCATION
165 CAPITOL AVE
HARTFORD, CT 06106
(203) 566-4122

CONTACT PERSON:
THOMAS LOVIA BROWN

In the spring of 1985, Dr. Gerald N. Tirozzi, Connecticut Commissioner of Education, appointed a committee of ten educators and business people to study the feasibility of establishing a Connecticut principals' program which would be devoted exclusively to the professional development of principals. This group worked through July 1985 and recommended that the Commissioner pull together a group of principals to discuss this issue. They recommended that the principals selected should be active in their own professional development, as well as being strong leaders of professional growth in their buildings.

Dr. Tirozzi convened a two-day conference in August 1985, hosting sixty principals and other educators. As a result of the conference, a proposal for the Connecticut Principals' Academy was developed and submitted to the Commissioner.

The proposal was accepted and an Advisory Board of twenty-five principals and other educators was appointed in December 1985. The Advisory Board has been expanded to include an additional three at-large seats for principals; bringing the total Advisory Board membership to twenty-eight. Along with the appointments, Dr. Tirozzi charged the group to develop programs which would begin immediately and run through June 30, 1986. Along with this charge was a grant of $150,000, funds from the Connecticut State Department's Institute for Teaching and Learning.

To date, the Academy has sponsored its fourth annual convocation, is in its third year of offering a two-day new principals' orientation program which has a mentor component for any new principal who wants a mentor, has awarded more than 25 grants to promote professional development for principals, awarded 18 grants to promote and stimulate the growth of regional principals collaborative and networks, offered 12 long-range training programs for school-based teams led by principals and other consultants, published five newsletters, and publishes a leadership monograph series. The Academy's fourth year budget is $275,000.

DELAWARE
PRINCIPALS' ACADEMY

STATE DEPARTMENT OF
PUBLIC INSTRUCTION
BOX 1402,
TOWNSEND BUILDING
DOVER, DE 19903
(302) 736-2770

CONTACT PERSON:
WILLIAM W. BARKLEY

The Delaware Principals' Academy was established through the Department of Public Instruction. Building upon training gained through the Harvard Principals' Center, a small group of principals worked with Clifton Hutton of the Department of Public Instruction to organize and establish the Academy in February of 1985. This followed a visit to North Carolina where a similar activity was underway. The group had the advantage of building upon several years of groundwork which had been done by the Department of Public Instruction working cooperatively with the Greater Wilmington Development Council.

The Academy is an association through which programs are provided by and for school administrators to help them plan, improve and maintain quality educational opportunities for Delaware's youth. The Academy's goals are to:

- provide a vehicle for networking among Delaware principals,
- provide practical and special training to meet identified needs,
- act as a clearinghouse to make principals and other administrators aware of staff development and personal growth opportunities,
- develop a training resource file, and
- facilitate the participation of selected Delaware administrators in exemplary programs at out-of-state locations.

Program format includes seminars, discussion groups, peer visits, writing, mentoring/coaching, action planning sessions and small groups. A Beginning Administrators Institute is conducted two-three times per year to assist first and second year principals adjust to school administration in Delaware.

Funding has been received through state department grants and federal funds.

WASHINGTON DC PRINCIPALS' CENTER

415 12TH STREET NW,
SUITE 1209
WASHINGTON, DC 20004
(202) 724-4221

CONTACT PERSON:
CECILE MIDDLETON

The Principals' Center is an outgrowth of administrators' experiences with the 1984 Summer Institute at Harvard University and the Danforth Foundation Program. The administrators who shared in this experience obtained input from all principals and assistant principals in the school system through participation and in assessment of their particular professional needs. Further input on organization and program was obtained through administrators' involvement in specially planned retreats and surveys.

The Washington DC Principals' Center is a service organization dedicated to the professional growth of school-based administrators and is founded on the belief that the principal makes the difference in schooling outcomes. The three broad areas addressed by Center programs are pre-service professional training, the selection process, and in-service professional development opportunities.

The Center is guided by a twelve-member Board of Directors composed of the Deputy Superintendent, the Center director (ex officio member), and nine active principals. The Center has now been in operation for two years.

OFFICE OF ORGANIZATIONAL DEVELOPMENT AND EDUCATIONAL LEADERSHIP

CLEMONS A-102,
KNOTT BUILDING
TALLAHASSEE, FL 32399
(904) 488-5148

CONTACT PERSON:
DR. LUTHER R. ROGERS

The Office of Organizational Development and Educational Leadership is responsible to administer a variety of organizational and leadership development programs, projects, and activities for Florida public schools, school districts and the Department of Education, and to provide executive services to and on behalf of the Florida Council on Educational Management. The broad responsibilities of the unit are:

- Develop, communicate and disseminate educational policy.
- Provide executive services to, and on behalf of the Florida Council on Educational Management.
- Evaluate and report the extent to which goals and objectives are accomplished.
- Provide leadership for technical assistance to school districts and the Department of Education.
- Allocate resources for educational leadership and organizational development.
- Prepare information and reports relative to the status of programs and services in Florida.
- Design, develop and implement organizational improvement activities for the Department of Education and for school districts.
- Design, develop and implement programs and services for improvements in educational leadership in Florida public schools and the Department of Education.
- Act as liaison with various agencies, organizations and groups in order to develop policies and programs, coordinate activities, communicate information and evaluate programs and services pertaining to organizational development and educational leadership in Florida.

The Florida Academy for School Leaders is a part of the Office of Organizational Development and Educational Leadership. This Academy is dedicated to developmental activities for educational leaders throughout the state, and has as its direct focus, the development of principals and assistant principals. A variety of developmental activities including institutes, seminars, conversations, and workshops is sponsored for client groups. Institutes are delivered through regional offices.

Project LEAD is sponsored through the Office of Organizational Development and Educational Leadership.

GEORGIA EDUCATION LEADERSHIP ACADEMY

1862 TWIN TOWERS EAST
ATLANTA, GA 30334
(404) 656-4661

CONTACT PERSON:
JIM PUCKETT

As a part of the Quality Basic Education Act of 1986, the Georgia Education Leadership Academy was formed under the auspices of the State Department of Education. The Academy is not a single institution but an organizational framework for a variety of educational and training programs for school leaders.

Seminars, symposia, special topic workshops, skill-building programs, and summer institutes are offered in various locations in the state and focus on skill development in the areas of Instructional Leadership, Resources and Organizational Management, Communication and Interpersonal Skills, and Professional Growth and Responsibility.

The Academy is guided by an Advisory Board comprised of two educators, two representatives of higher education, two business executives, and four members of the Georgia General Assembly.

PRINCIPALS' CENTER AT GEORGIA STATE UNIVERSITY

P.O. BOX 667
ATLANTA, GA 30303-3083
(404) 651-2529

CONTACT PERSON:
JOE A. RICHARDSON

The Principals' Center at Georgia State University is completing its third full year of operation. The Center now has eleven school districts as members. While the Center is located at Georgia State University in the Department of Educational Administration, the Metropolitan Cooperative Educational Service Agency (MCESA), Atlanta University and the State Department of Education are all active, supportive members of the Institute. In addition, the Center enjoys the support and encouragement of the Georgia School Boards Association, the Georgia Association of Educational Leaders, the Business Education Partnership of Atlanta, the College of Business Administration, Georgia State University and the Georgia Association of Secondary School Principals. These agencies are associate members of the Center providing valuable counsel and support to our staff of metropolitan Atlanta principals.

The Center membership includes approximately 520 elementary, middle and high school principals. While the focus of the Center is on the principal, there have been opportunities for educational leaders other than principals to participate in selected activities.

There are three components of the Center:

- The Assessment Center for Principal Selection,
- Staff Development for Skill Development, Critical Issues and Personal Renewal, and
- The Research and Dissemination Component.

The Center is directed by an executive director and two co-directors. Each division of the Center has an advisory board that helps set direction and review effectiveness. The majority of the membership of each advisory board is made up of principals; however, there are central office staff members and higher educational personnel represented.

Funding for the Center comes primarily from Georgia State University (50%) and State Department of Education (10%) and school district membership fees (40%). The membership fee is $30.00 per principal.

SOUTHERN REGIONAL EDUCATION BOARD

592 10TH STREET, NORTHWEST
ATLANTA, GA 30318-5790
(404) 875-9211

CONTACT PERSON:
LYNN CORNETT

The Southern Regional Education Board (SREB), the nation's first interstate compact for education, was created in 1948 at the request of Southern governors. SREB works with educators, state officials, and other regional leaders to advance education. The Board is composed of the incumbent governors of each of the fourteen member states plus four other persons from each state, at least one of whom must be an educator and one a state legislator. Member states are Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

The selection, preparation, and incentives for school principals have been a part of SREB's on-going focus on how the region's colleges and schools can work together to improve education. Sponsoring conferences for state and higher education persons, providing informal networking among the region's academies for principals, and publishing recommendations on selecting and preparing school leaders are among SREB's recent activities.

EDUCATIONAL LEADERSHIP CENTER

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND SUPERVISION

VALDOSTA STATE COLLEGE
VALDOSTA, GA 31698
(912) 333-5924

CONTACT PERSON:
BOB MICHAEL

The Educational Leadership Center (ELC) at Valdosta State College is in the initial development stages. Housed in the College's Department of Educational Administration and Supervision, the Center will probably offer membership services to all administrative personnel at the elementary, junior/middle, and high school levels. These services will include annual conferences on major educational issues, a series of quarterly skill development and enhancement workshops, a newsletter, research consultation and support, information dissemination and general network development.

Because the state of Georgia has a strong Leadership Academy (State Department of Georgia), a Principals' Institute (Georgia State University), and a network of regional service and assessment agencies, the ELC will strive to assist in the coordination and delivery of these and other services. One such service will be a satellite assessment center to be affiliated with the NASSP Assessment Center housed at Georgia State University. A membership drive is in process, and it is projected that assor training will begin in the fall of 1988. Additionally, strong emphasis will be on working with local school systems in identifying and servicing leadership development, system research and planning, and professional and personal needs.

CHICAGO/ILLINOIS ADMINISTRATORS' ACADEMY

EDUCATIONAL SERVICE CENTER #6
CHICAGO PUBLIC SCHOOLS
1819 WEST PERSHING ROAD
1 CENTER
CHICAGO, IL 60609
(312) 890-7910/5131

CONTACT PERSON:
DR. CLIFFORD CLAIBORNE
OLIVIA L. WATKINS

The Chicago/Illinois Administrators Academy was created under the Illinois Initiatives for Educational Reform Act of 1985. The purpose of this Center is to improve the professional skills, attitudes, and expertise of principals and administrators through a variety of training experiences in the areas of:

- Instructional Staff Development
- Communication
- Personnel Evaluation
- School/Community Relations

The Academy offers these areas through four strands or categories of training participation for each administrator. These categories of participation include the following:

- The required strand offers training experiences in an area identified by the Illinois State Board of Education. Training of this type is also required for certificated administrators who evaluate other certified personnel. Participation in this strand must occur every two years.

- The selective strand focuses on voluntary training based on identified needs and interests of administrators. Training activities in this area cover a single theme over a short period of time.

- The designated strand provides administrators with the opportunity to study broad skill areas and achieve recognition for their commitment to improving instructional leadership skills. Depending on their level of involvement in this strand, an administrator can earn designation as an associate, member or master of the Academy.

- The clinical strand is designed to provide individualized programs for developing instructional leadership and improving the school instructional climate. Upon request, a trained peer assessor selected by the participant will visit the school and work with the administrator to assess the current level of instructional leadership and/or examine the school climate. Based on the assessment results a cooperatively developed plan for improvement will be designed.

ILLINOIS RENEWAL INSTITUTE

200 EAST WOOD STREET,
SUITE 250
PALATINE, IL 60067
(312) 991-6300
(800) 922-4-IRI

CONTACT PERSON:
MARY JANE BLOETHNER

Established in 1975 as the National Center for Grading/Learning Alternatives (NCGLA), the institute was originally designed to deal specifically with the problem of evaluation of student learning.

As school needs expanded and educators began to require new and additional services, the NCGLA evolved into a resource for total school renewal. The NCGLA's original specialization in student learning evaluation was soon enlarged to encompass "renewal" in the entire scholastic environment; thus the name: Illinois Renewal Institute.

ILLINOIS ADMINISTRATORS' ACADEMY

PROGRAM DEVELOPMENT AND DELIVERY SECTION

ILLINOIS STATE BOARD OF EDUCATION

100 NORTH FIRST STREET
SPRINGFIELD, IL 62777
(217) 782-5728

CONTACT PERSON:
RAY SCHALJO

According to Section 2-3.53 of The School Code, the Illinois State Board of Education established an Illinois Administrators' Academy for development of skills in:

- instructional staff development,
- effective communications,
- public-school relations, and
- evaluation of personnel.

At the state level, the Academy is administered by State Board of Education staff who lend statewide direction, determine the guidelines for operation, and provide leadership for the development of a basic curriculum and related training experience.

At the regional level, Academy programs and services are coordinated and delivered through the network of eighteen Educational Service Centers located throughout the state. Although guidelines for development of curriculum and selected learning experiences are developed at the state level, Educational Service Centers have primary responsibility for designing training experiences which meet the needs and interests of administrators in their service areas. A local Academy committee comprised mostly of administrators guides the development, coordination, and implementation of Academy programs and services to assure that training activities respond to the needs of administrators in each service area.

Four strands of training provide a flexible framework for participants. The strands offer a range of opportunities for administrators to:

- meet legislative requirements (Required),
- develop or improve a specific skill in a short length of time (Selective),
- earn professional recognition (Designation), and
- assess instructional leadership skills as individuals or the climate for instructional leadership in their school buildings or districts (Clinical)

DUPAGE-KANE EDUCATIONAL SERVICE CENTER

421 NORTH COUNTY FARM ROAD
WHEATON, IL 60187
(312) 682-6955

CONTACT PERSON:
TERRY STIRLING

The DuPage-Kane Educational Service Center was established by the Illinois legislature as part of the Illinois Reform Package of 1985. Its purpose is to assist the Illinois State Board of Education in implementing the reforms in both DuPage and Kane counties. These two counties contain fifty-five public school districts, employ more than 12,000 professional staff members, and enroll approximately 180,000 students. There are 326 building principals in the region but about 1200 administrators supervise and evaluate certified personnel. The Center services these administrators by offering staff development training; collecting information on exemplary programs, educational research, regional training and events, print, video, and software materials, effective trainers, and context experts; and by encouraging communication and collaboration between administrators.

The Center also conducts the Illinois Administrators' Academy to train principals and other administrators in instructional leadership. Principals must participate in an Academy activity at least once every two years. Beyond this requirement, they may choose from four strands of elective courses or programs and receive state recognition for doing so. Some of the Academy's offerings are chosen by the state and some are developed by the Center. The Illinois Administrators' Academy is a process not a place, is dedicated to the concept of the principal as an instructional leader, and is delivered regionally via the DuPage-Kane Educational Service Center.

NORTHWEST SUBURBAN PRINCIPALS' CENTER

BOOTH TARKINGTON SCHOOL
310 SOUTH SCOTT STREET
WHEELING, IL 60090
(312) 520-2775

CONTACT PERSON:
ED SEARING

The Principals' Center is founded on the belief that administrators who are reflective about their work and are engaged in a sustained exchange of ideas with colleagues have greater potential to create schools in which students will have positive experiences.

The Principals' Center will provide professional growth opportunities for practicing principals, identified by the principals themselves.

The Principals' Center will encourage the strengthening of collegial relationships among principals through the sharing of "craft" knowledge.

The Principals' Center will seek to enhance the image of the school principal in the minds of principals, teachers, central office administrators, and the public at large.

The Principals' Center will encourage principals to engage actively in their own personal and professional development by:

- sponsoring workshops and discussions,
- supporting each other in dealing with controversial issues, and
- sharing resources relevant to professional growth.

School districts may become participating districts by petitioning and being accepted by the governing board.

INDIANA PRINCIPAL LEADERSHIP ACADEMY

INDIANA DEPT. OF EDUCATION/IPLA
ROOM 229, STATE HOUSE
INDIANAPOLIS, IN
46204-2798
(317) 232-9002

CONTACT PERSON:
KENT A. SCHWARTZ

The Indiana Principal Leadership Academy (IPLA) was initiated through legislation passed during the 1985 General Assembly. The Academy was established to strengthen leadership and management skills of practicing Indiana public school principals to achieve excellence in teacher and student performance. IPLA is operated through the Department of Education.

The Indiana Principal Leadership Academy has chosen to spread the four-phase curriculum (Leadership, School Culture, School Programs, and Communication) over 16 in-service days during a two-year period. Additionally, principals attend an Orientation Day at the beginning and end (18th day) with a "Graduation/Celebration".

"Classic" presenters as well as peer facilitators are utilized by the Academy to introduce new content and to process the content into a relevant, applicable model for the principals participant's home site.

A variety of instructional methods are used throughout the training program: team teaching, use of collegial support teams, models of excellence, field-based experience, small group projects, challenge activities, reading, lecture, self-directed contracts, and numerous other techniques.

Although I.P.L.A. is not an evaluative institution, accountability and expectations are significant facets. Through direct and unobtrusive observation and assessment, principals demonstrate improvement through "in-basket" participation, documentation of contracts, responses of facilitators, written and oral presentations, self-evaluation,and a record of products of achievement.

Training is held in the months of February, April, September and November, with a new group of fifty (50) principals entering the program each quarter.

Currently, three hundred (300) principals are actively participating in the Academy's two year training program, with 200 principals having graduated.

In addition, I.P.L.A. sponsors on-going publications, brochures, and "Special Editions" of outstanding educators, individualized and personalized inservice to principals, internships and visitation exchanges, mentoring, mini-grants to

principals, resource and technical support.

The Academy welcomes visitations to our training sessions and the opportunity to further networking with other Principal Centers.

INDIANA PRINCIPALS' CENTER AND NETWORK

TC 915,
BALL STATE UNIVERSITY
MUNCIE, IN 47306
(317) 285-8482

SCHOOL OF EDUCATION
INDIANA STATE
UNIVERSITY
TERRE HAUTE, IN 47809
(812) 237-2905

CONTACT PERSON:
THELBERT L. DRAKE
GLEN BROWN
DALE FINDLEY

The IPCN is governed by twelve principals and is coordinated through Ball State University and Indiana State University.

The Indiana Principals' Center and Network is firmly rooted in the ideas that practitioner knowledge is valuable toward the improvement of the profession; that continuous communication among building administrators of all levels K-12 is important to improving school effectiveness; and that interaction between practitioner and higher education personnel can provide a significant effect upon educational leadership.

The purposes of the organization are to:

- provide a statewide network of principals to create and maintain leadership development opportunities;
- develop and maintain a network of principals and others who will serve as resource persons to assist in problem-solving;
- identify needed research directly related to principal effectiveness and seek resources to provide that research;
- work with higher education personnel in identifying and developing effective pre-service and in-service training;
- seek to improve the profession through activities related to the recruitment and certification of principals; and
- cooperate with and complement the work of professional administrator organizations and other education-related programs.

The services of the IPCN concentrate on the sharing of effective practices and statewide networking among principals. It is not a substitute for the services provided for members of professional organizations such as lobbying, insurances, legal support, etc.

The network is an important dimension of the IPCN. The key participant in the network are those building administrators who has successfully met an opportunity or problem situation and who are willing

to share their perspectives with colleagues. A principal can call IPCN at the State University or Indiana State University and within a short amount of time, if not immediately, receive the name of a colleague who can help. The system is being developed continuously and extends beyond state boundaries.

IOWA PRINCIPALS' ACADEMY

EDUCATION CENTER,
ROOM 409
UNIVERSITY OF
NORTHERN IOWA
CEDAR FALLS, IA 50614-
0614
(319) 273-6889

CONTACT PERSON:
DR. JAMES L. DOUD

The Iowa Principals' Academy was initiated by the educational administrators of Iowa—a statewide organization representing fourteen hundred principals. The educational administrators of Iowa have formed a partnership with the University of Northern Iowa—funding, staffing, etc.

The Iowa Principals' Academy has two major components:

- in-service for practicing principals, and
- principals assessment for aspiring principals.

GRANT WOOD AEA ADMINISTRATORS' CENTER

GRANT WOOD AEA,
4401 6TH STREET, SW
CEDAR RAPIDS, IA 52404
(319) 399-6778

CONTACT PERSON:
BRAD COLTON

The Grant Wood AEA Administrators' Center has evolved this year from what was the Principals' Academy the last two years. This change to serve all K-12 educational administrators was made because new state recertification laws and other factors indicated services were needed for more than just principals.

The Center is here to serve all those in Area 10 who hold administrative certification. This includes principals, superintendents, supervisors, college and university staff, and others. A major goal of the center is to be responsive to the needs of area administrators by actively involving them in the planning, presenting and participation of activities. The center is the administrators of the area.

The purposes of the Center are:

- to provide a variety of opportunities for professional development for area administrators (credit and non-credit),
- to promote collegiality, support, and networking among area administrators,
- to foster cooperative efforts with other administrative organizations,
- to provide a resource center for information, research, contacts,
- to recognize and promote the profession of educational administration and the efforts of individuals in the area.

The Center is coordinated by a consultant from the Educational Services Division of Grant Wood Area Education Agency. The consultant is aided by an advisory committee of area administrators. The committee members are representatives from different professional organizations and also represent various positions and levels of education. The Staff Development Director, Division Director, and Agency Director are in-line supervisors of the Center. Ultimate authority for decisions rests with the Grant Wood AEA Board of Directors.

Primary Program Features for 1987-1988:

- Half-day inservices in November, February, and

April, which are cooperatively sponsored with IPA and local SAI

- A summer institute on the Evaluator Approval Endorsement (also done cooperatively with Iowa Principals' Academy/SAI)
- Both a principals' assessment center and training center to be an assessor (with the Iowa Principals' Academy)
- Development of collegial support groups for those who are interested
- INFASE; an interactive, closed cable television system originating at GWAEA (usually Wednesday afternoons)
- A bi-monthly newsletter "On the Line." Area administrators are urged to contribute articles.
- A custom inservice vehicle: Let us know your needs and we will do the organizing and communicating
- District application for administrative renewal credit: apply through GWAEA to get your district inservice approved
- A consultant available to aid in research, making contacts, and in general to serve as an ombudsman
- Orientation for new administrators to the area

SOUTHWEST IOWA PRINCIPALS' ACADEMY

P.O. BOX 1109
COUNCIL BLUFFS, IA
51502
(712) 366-0509

CONTACT PERSON:
DR. MARK PETERSON
DR. ANDRA MCKINNON

The Southwest Iowa Principals' Academy provides training specific to the needs of the building principal. All practicing administrators are invited to attend the general sessions. The Academy is governed by a board of principals representing each of the director districts and the parochial schools. A superintendent and an Area Education Agency Special Education Director also serve on the twelve-member board. The Instructional Services Division of the Area Education Agency supports the Agency with a program budget of $13,000.

The Academy offers general sessions addressing topics such as: behavioral styles, the change process, motivating experienced personnel, supervision, and leadership development. Nationally known speakers present these topics in seminars and workshops.

A major component of the Academy is the Fellows Program. All principals and assistant principals are invited to apply for acceptance as a Fellow to the Academy. Fellows are selected on the basis of their orientation towards professional growth. The Fellowship provides intensive training opportunities for participants. In 1987 sixteen principals participated in the program. Eight are involved in 1988. Fellows meet to design the program for the year. They are expected to participate in all programs of the Academy. The Academy pays their expenses.

In addition to the general sessions, Fellows will participate in a structured visitation program. Two to three principals visit the school of another principal. After the structured visit the principals will close with a session guided by the statements, "This is effective..." and "Have you ever considered...."

LOUISIANA LEAD ADMINISTRATIVE AND FOUNDATIONAL SERVICES

103 PEABODY HALL
LOUISIANA STATE UNIVERSITY
BATON ROUGE, LA 70803
(504) 388-6883

CONTACT PERSON:
JOSEPH W. LICATA, PH.D.

The Louisiana Leadership in Educational Administration Development Project (LEAD) was founded in 1987 and is directed by Drs. Joseph W. Licata and Chad D. Ellett at Louisiana State University. Funding for the project is provided by the U.S. Department of Education, Office of Research and Improvement, Education Network Division and the five participating universities.

LEAD is a technical assistance network composed of the educational administration faculties of LSU and four regional universities which assists beginning principals to improve their instructional leadership skills through an assessment system and an instructional leadership model that teachers them to effectively define and solve key instructional problems.

LEAD employs a school problem-solving process called Consequence Analysis composed of five phases: 1) Initiating Structure, 2) Defining a Problem, 3) Charting Alternatives, 4) Planning for Problem Solution, and 5) Implementing Objectives. Participants gain familiarity with this process through readings in a programmed text, analysis of cases presented in the problem-solving seminars and role modeling by LEAD staff. Successful completion of the five problem-solving objectives is verified through the use of a triangulation interview procedure which provides parity in organizational role perspectives.

Focusing on diagnostic profiles derived from a comprehensive assessment of each principal's professional performance and school climate, LEAD problem-solving seminars teach participating principals how to direct a school-wide action committee in defining and solving key instructional problems. In addition to evaluating the effectiveness of school problem-solving and other LEAD activities, post-assessment profiles, completed in each participating school, are used by principals and in-school action committees to determine progress and to define problems for the next year's activities. Each center provides follow-up support for the previous year's participants both in terms of professional development and in-school problem solving.

MAINE PRINCIPALS' ACADEMY

C/O MAINE SCHOOL MANAGEMENT ASSOC.
16 WINTHROP STREET
AUGUSTA, ME 04330
(207) 622-0217

CONTACT PERSON:
KIM R. MCBRIDE

The Maine Principals' Academy was established in 1980 to provide professional development for Maine principals.

Since its inception, the Academy has been managed by a fourteen-member board of directors. Four members are elementary principals, four members are secondary principals, and two members are from the Department of Educational and Cultural Services. Other members include: the President of the Maine School superintendents Association; the Executive Secretary of the Maine Elementary Principals Association; the Executive Director of the Maine Secondary School Principals Association; and the Dean of the University Colleges of Education, University of Maine.

A program committee, drawn from the board of directors, plans the activities of the summer and follow-up sessions. The programs are designed to meet the needs of principals. The Academy is an intensive, summer training session for elementary and secondary school principals. Planned BY principals, FOR principals, it stresses the practical aspects of school administration.

The Academy provides a unique and exciting opportunity for Maine principals to share in a concentrated, professional learning environment, and to discuss, in depth, ideas which concern the school administrator.

The Academy is sponsored by the Maine Department of Educational and Cultural Services, the University of Maine, the Maine Secondary School Principals' Association, the Maine Elementary Principals' Association. Financial support is provided by these organizations. In-service graduate and re-certification credits are available from the University of Maine at Orono.

MAINE PRINCIPALS' ACADEMY

WASHINGTON STREET SCHOOL
100 WASHINGTON STREET
BREWER, ME 04412
(207) 989-2573

CONTACT PERSON:
ALLAN G. SNELL

The Maine Principals' Academy was formed during the school year 1979-80 by a committee of principals and other educators created by the Commissioner of Education. The committee developed a constitution and by-laws and the first Board of Directors was appointed during the spring of 1980. The initial Academy was held on the University of Southern Maine Campus during July of 1980.

Academies have been held yearly during the month of July at various university campuses. A three-day follow-up is held each December at the Maine Maritime Academy.

Twenty-four principals are selected each year to attend the eight-day summer Academy as well as the three-day follow-up. Application is open to all principals and assistant principals. Recertification and/or graduate credit is available.

The Academy is governed by a fourteen-member Board of Directors composed of four elementary principals, four secondary principals, two department of education representatives, one University Dean, one superintendent, and the executive director of each principals' association.

The yearly Academy is planned and staffed by former participants plus one university faculty member.

As a result of requests from alumni an Academy II providing a second level of training is now being offered. This academy draws its participants from alumni of the first level academy. Its focus is on communication skills as they relate to supervision of instruction and staff development.

MARYLAND PROFESSIONAL DEVELOPMENT ACADEMY

MARYLAND STATE DEPARTMENT OF EDUCATION
STAFF DEVELOPMENT BRANCH
200 WEST BALTIMORE STREET
BALTIMORE, MD 21201-2595
(301) 333-2364

CONTACT PERSON:
G. CLOYCE BEEHLER, III

The Maryland Professional Development Academy is one of the earliest state-sponsored training academies for school administrators in the country. Initiated in 1977, the Academy each year conducts a variety of training institutes designed to improve educational leadership in Maryland's twenty-four school systems.

The program is based on annual needs assessments of principals. Currently, nine institutes are held each year with 25-30 participants in each. Each year a one-day planning workshop is conducted for the 25 school leaders in each institute. The final products of the planning day are a prioritized list of participant needs/concerns and a list of participant-developed objectives. The second step of the Academy model features an intense five-day residential training session for participants, held for a week in the summer. Needs/concerns and objectives developed during the planning day have an impact on training design and content. During the week, participants develop individual action plans for using their new skills on the job.

In order to help participants enlist peer support for their action plans, Administrative Networking Teams are formed. These Teams are self-selected groups of four to eight people who agree to meet monthly to share concerns/ problems with the implementation of their individual action plans. Within each networking team, coaching pairs are formed—self-selected pairs of participants who talk or meet weekly throughout the year to focus on skill development and planning. Coaching partners visit with each other in their own work settings. Because many action plans require resources beyond those available to school leaders, participants may apply to the Academy for additional resources to implement their action plans.

Two two-day fall and spring residential sessions are conducted to focus on continued skill development. They are based on participants' needs identified in the summer and at administrative networking and coaching meetings.

In a 1983 impact study, it was indicated that over 90% of the participants used the approaches on the job that they learned in training and many disseminated the ideas and approaches to others. School leaders used a variety of presentation modes

and settings and they obtained funding to support these activities.

In 1986, a comprehensive needs assessment was undertaken to identify topics and levels of training desired by administrators. The data will provide direction for planners for approximately four to five years.

MONTGOMERY COUNTY PUBLIC SCHOOLS

DEPARTMENT OF STAFF DEVELOPMENT
850 HUNGERFORD DRIVE
ROCKVILLE, MD 20850
(301) 279-3481

CONTACT PERSON:
KAROLYN K. ROHR

Thanks to the support of top leadership and the Board of Education, Montgomery County Public Schools have been fortunate to have a Staff Development Department with funds and a person responsible for conducting training for approximately 525 administrative and supervisory staff. In this 95,000-student, suburban school system ours is a "growth" model—one that combines selection and training processes to produce effective leaders.

Starting in 1971—and learning a lot along the way—we have developed programs to increase knowledge and refine skills of persons who:

- aspire to leadership positions,
- are selected as trainees/interns to be trained specifically for the principalship,
- are first-year principals, and
- are veteran principals/area or central office administrators or supervisors.

Program formats range from ad hoc "Leadership Forums" on timely issues, such as "Computer Updates" and "Child Abuse," to two-to-four day seminars on such topics as "Teacher Conferences That Get Results," "School Law," "Staff Motivation and Communications," "Leadership for Effective Schools With Positive Climates," and "Principal as Staff Developer." In addition, consultative help and training materials can be provided to meet individual or local school needs. The department loans films, tapes, books, and kits that reflect current issues in education and management techniques. Visits to programs in the metropolitan area are encouraged, and partial funding to attend specialized workshops or national conferences is available. For each of the performance criteria of the evaluation system for principals, training programs are identified which provide specific skill development.

The Department of Staff Development also has a locally-developed assessment center to select persons for the principals promotion list. This intensive set of five activities has been conducted successfully since 1975. Senior staff who evaluate the principals are "believers" of this process, since they note the consistent high quality of new principals.

PRINCE GEORGE'S COUNTY LEADERSHIP ASSESSMENT AND TRAINING FOR EFFECTIVE SCHOOLS

PRINCE GEORGE'S COUNTY
PUBLIC SCHOOLS
14201 SCHOOL LANE
UPPER MARLBORO, MD
20772
(301) 952-6396

CONTACT PERSON:
JOHN O'CONNELL

The Prince George's County Public School System has challenged its principals with the responsibility of being both efficient managers and effective instructional leaders. Several programs support this initiative:

- The system-wide implementation of the Effective School Improvement Process at all 171 schools on a school-based, collaborative/participatory management basis,

- An Advanced Leadership Training Program for principals, featuring monthly activities related to effective instructional leadership and culminating in an Annual Summer Institute;

- A "Leadership Development Sequence" involving program of identification, assessment, and training for future leadership, including a two-phase set of twenty pre-leadership training modules for the principalship.

Dr. Larry Lezotte, a colleague of the late Dr. Ron Edmonds continues his long-term involvement with our system's 173 principals, and our situation represents the largest group of schools in a single jurisdiction to implement this school-by-school approach to school improvement. Dr. James Comer also continues his involvement with us, working in similar fashion with a shared governance and management approach with fourteen selected schools.

The monthly advanced Leadership Training Program for Principals incorporates a presentation format (usually a noted expert on some aspect of instructional leadership) and ten seminar sessions led by principals on our ten "Standards for Excellence" skill dimensions:

- Instructional Leadership,
- Planning for School Improvement,
- Administrative Leadership,
- Organizational Ability,
- School Environment and Climate,
- Communication,
- Community and Public Relations,
- Professional Development,
- Personal Qualities, and
- Performance Management

While not operating out of a fixed location, our

program does establish, recognize, and support the principalship as the key organizational role. These programs are basically principal "owned and operated," especially through the Principals' Advisory Group composed of the various groups of principals on about an eight-to-one basis.

BOSTON LEADERSHIP ACADEMY

BOSTON UNIVERSITY
685 COMMONWEALTH AVENUE
BOSTON, MA 02110
(617) 353-2312

CONTACT PERSON:
DR. ROBERT I. SPERBER

The Boston Leadership Academy is a training program for current and potential principals and headmasters in the Boston Public Schools. It is a joint venture by Boston University and the Boston Public Schools.

This innovative program for the training of Boston's educational leaders was conceived in 1984 by a committee of faculty and staff from both Boston University and the Boston Public Schools. When Superintendent Laval Wilson came to Boston in the fall of 1985, he made the program one of his top priorities. The first Boston Leadership Academy class met in 1986.

The curriculum, based on a local needs assessment and on effective schools research, is tailored specifically to the Boston Public Schools. It targets those skills essential to both strong school leadership and effective public sector management.

The program aims to improve the lives of the city's children by increasing the effectiveness of educational leaders throughout the city. Both current and potential principals and headmasters are trained in handling the complexities of their professions as well as the specific demands of the Boston Public Schools environment.

Participants, selected through a competitive application process, participate in more than 100 hours of training throughout the academic year. Alumni activities include dinners and seminars. A newsletter is also published.

BOSTON PUBLIC SCHOOLS, OFFICE OF PROFESSIONAL DEVELOPMENT

BOSTON PUBLIC SCHOOLS
26 COURT STREET
BOSTON, MA 02108
(617) 726-6200 X 5688

CONTACT PERSON:
DR. ELAINE TORTURA BRIGMAN

The Office of the Deputy Superintendent for Curriculum and Instruction, Office of Professional Development is responsible for the funding, implementation, and evaluation of all system-wide professional development activities.

The major on-going system-wide training opportunities are:

- August Administrator Training Series—All school and district administrative staff return for a two-and-one-half week series of workshops, seminars, and large group sessions. This two-and-one-half-week series reflects the Boston Public Schools priorities identified for the coming school year. It also provides opportunities to work with national experts in the field of education who address more general topics.

- Professional Development Day—All professional school, central, and district staff are brought together by level—elementary, middle school, high school—to attend two conferences with seminars and workshops. While the keynote speakers are nationally recognized consultants, the majority of the workshop presenters are classroom teachers.

- August Workshops for New Teachers—All teachers new to the Boston Public Schools are brought together for 3 days of orientation and training by Boston Public School administrators.

- On-Going Half-Day Professional Development Days—Approximately every six weeks a half-day in-service is provided for all professional staff.

- Teacher Center—A teacher directed center which plans and emplements programs based on teacher requests.

- Boston Leadership Academy—An institute for leadership development developed in collaboration with Boston University.

- Clearinghouse—For administrative internships for teacher internships.

THE PRINCIPALS' CENTER

HARVARD UNIVERSITY
GRADUATE SCHOOL OF
EDUCATION
336 GUTMAN LIBRARY
6 APPIAN WAY
CAMBRIDGE, MA 02138
(617) 495-1825/6

CONTACT PERSON:
MILDRED COLLINS-BLACKMAN
SARAH LEVINE

The Principals' Center at the Harvard Graduate School of Education was established by Roland Barth in October of 1981 in response to a renewed commitment to schools on the part of the School of Education. The Center is governed by an advisory board of twenty-two members composed primarily of public school principals with representation from private and parochial schools, central office personnel, and HGSE faculty.

The Board makes programming decisions and discusses policy issues. Decisions are implemented by a permanent staff consisting of a director, an associate director, a program coordinator, support staff, and part-time graduate students.

Programming is offered on a weekly basis throughout the school year to approximately 550 members. Afternoon workshops, conferences, and dinner meetings address such topics as curriculum and instruction, leadership, and urban and multicultural issues. Acknowledging diverse learning styles and needs, the Center intentionally designs programs with varying formats. Participants can choose low-risk lecture and presentation sessions and/or higher risk interactive workshops and on-going small groups. During the 1988-89 school year principals may join groups on such topics as "New Principals", "Writing as a Tool for Professional Development", and "Experienced and Aspiring Principals". Other offerings include: "Managers and Leaders: Are They Different?" "At-Risk Schools and At-Risk Children: Past and Present," "Promoting Adult Growth in Schools," and "AIDS Education: Designing and Implementing an Effective Program."

The Center sponsors a Guest Lecture Series, an Urban Task Force, Global Studies grants, a Fireside Chat Series, and a newsletter. A limited number of school leaders on leave from their schools spend a full or half-year in residence at the Center as Visiting Practitioners. During July, a Summer Institute on the Principals and School Improvement is offered to Center members and principals throughout the country and abroad.

The Center has been supported by funds from such sources as membership and event fees, the Harvard Graduate School of Education, businesses, foundations, and the Massachusetts Board of Regents of Higher Education.

FORUM FOR EDUCATORS

UNIVERSITY OF LOWELL
COLLEGE OF EDUCATION
LOWELL, MA 01854
(617) 452-5000 X2868

CONTACT PERSON:
M. VIRGINIA BIGGY

The Forum for Educators has been organized to identify and offer professional growth opportunities for Massachusetts educators throughout the Merrimack Valley and on the North Shore. Initiated at the request of the Northeast Regional Advisory Council of the Massachusetts Department of Education, the Forum will be housed at the University of Lowell's College of Education.

The general purposes of the forum are to:

- understand contemporary issues in the light of historical perspective and future projections,
- share and explore new ideas
- anticipate and derive implications from demographic trends,
- disseminate technological innovations,
- interpret governmental policies,
- foster collaborative planning and problem resolution,
- publicize and disseminate excellent practices,
- promote dialogue with other professions,
- provide orientation and support for educators assuming and/or aspiring to new roles: e.g., Teachers, Principals, Curriculum Directors, Assistant Superintendents, Superintendents and School Committee Members, Parents, and Community Leaders,
- generally prepare educators for the 1990's while enjoying the friendship and professional stimulation of colleagues.

COMMONWEALTH LEADERSHIP ACADEMY

MASSACHUSETTS DEPARTMENT OF EDUCATION
1385 HANCOCK STREET
QUINCY, MA 02169
(617) 770-7569

CONTACT PERSON:
PATRICIA P. BROWN

The Massachusetts Public School Improvement Act of 1985 directed the State Board of Education to establish a leadership academy to provide training to school principals and other supervisory personnel. In October 1985, administrators and department staff from across the state began planning a policy for the Commonwealth Leadership Academy, which the Board of Education adopted in March 1986. Funds for the Academy come primarily from state appropriations under the School Improvement Act.

Primary goals of the Commonwealth Leadership Academy are the improvement of instruction at the local school building level and the improvement of management practices throughout school systems. The Academy seeks to reach its goals through supporting principals and supervisors in their role as educational leaders.

The Academy program has five major components:

- Leadership Institutes help principals and other supervisory personnel gain new insights in specific content areas, learn new skills, and apply their learning on the job. The Institutes serve small groups (30) who participate in a year-long program that includes intensive residential summer training. The program brings participants together in the Spring to identify their particular goals for the summer training and provides follow-up training later in the year. The Institutes also arrange for networking among participants and for on-site peer coaching.

- The Academy makes funds available through a standard process for the purpose of Leadership Seminars. This process enables groups of educators to design multi-session training programs to meet their particular needs.

- A small number of full and part-time fellowships provide an opportunity for principals and other supervisory personnel to gain a state-wide perspective on education, to develop skills in providing assistance to their peers, and to play a role in the governance of the Leadership Academy. The Fellows' responsibilities include program planning, technical assistance to school personnel in areas of educational leadership, and the generation of recommendations for the further development of the Leadership Academy.

- The Academy develops arrangements with businesses and other private and public organizations to utilize their management training programs for educators and to consider possible collaborative professional development activities.

- Peer Assisted Leadership (PAL) is an innovative program developed for school principals by the Far West Laboratory. Principals are trained to work closely with a colleague in a similar position, each observing the methods of the other in order to spark self-evaluation and improve instructional leadership.

CENTRAL MASSACHUSETTS PRINCIPALS' CENTER

ALLIANCE FOR EDUCATION
90 MADISON STREET
WORCESTER, MA 01608
(617) 754-9425

CONTACT PERSON:
S. PAUL REVILLE

The Central Massachusetts Principals' Center was founded in the summer of 1985 by a group of Worcester County principals that had been convened by the Alliance for Education, a local education fund. The purpose of the Principals' Center has been to provide professional development opportunities and a forum for discussion for principals of this region.

The Center currently has approximately 150 members as well as regular participation from non-members. Members represent elementary and secondary schools from public, private and parochial systems located in urban, suburban and rural communities.

The current program consists of a collegium series featuring major speakers and a breakfast club featuring presentations by principals. Area colleges host the meetings. The Center also publishes an occasional newsletter, provides library privileges at local colleges and offers workshops on school public relations.

The Center is governed by a Principals' Steering Committee composed of nine principals. The Center is managed by the Alliance for Education. Financial support for the Center has come through a grant from the Executive Office of Communities and Development, membership dues, fees for events and general support from the Alliance for Education.

MEADOW BROOK LEADERSHIP ACADEMY

SCHOOL OF HUMAN AND EDUCATIONAL SERVICES
OAKLAND UNIVERSITY
ROCHESTER, MI 48063
(313) 370-3050

CONTACT PERSON:
HOWARD ROBINSON

Meadow Brook Leadership Academy evolved out of a series of discussions in Spring 1984 between the Dean of the School of Human and Educational Services at Oakland University, the Superintendent of Macomb and Oakland Intermediate School Districts, and the Director of Continuing Education at Oakland University. The context for these discussions included calls for state certification to address the absence of any certification requirements for school administrators in Michigan, a growing interest among administrators for management and leadership training, and the educational reform movement's focus on the significant role of the principal in providing instructional leadership. The mission of the Principals' Center of the Meadow Brook Leadership Academy is to support elementary and secondary principals in their efforts to improve schools by providing them with a program of professional development activities directed toward *instructional leadership, management skills, and self renewal* which:

- encourage different ways of thinking about common problems,
- transform school problems into opportunities for school improvement,
- encourage clarification of assumptions guiding practice,
- offer opportunities for shared problem solving and reflection,
- provide a context of mutual support and trust in which personal and professional renewal is established and developed, and
- improve educational leadership and management.

The Principals' Center addresses these areas:

- **Instructional Leadership** including curriculum and instruction, staff development, evaluation of instruction, instructional planning and design, and instructional observation, diagnosis, and supervision;

- **Management Skills** including planning, problem solving, decision making, organizing, leadership approaches, needs analysis, goal setting, interpersonal and communication skills;

- **Self Renewal** including stress management, speaking, writing and listening skills, assertiveness training.

LEAGUE OF COOPERATING PRINCIPALS

33500 VAN BORN ROAD
WAYNE, MI 48184
(313) 467-1581

CONTACT PERSON:
DON A. GRIFFIN

The League of Cooperating Principals was founded by Don A. Griffin, Charles Sisson and Dr. Dominic Palazzolo in 1978.

A membership is composed of principals interested in improving themselves, each other, and their schools.

A key to success for the League lies in acceptance of the assumption that principals can help principals meet the current and future challenges of education. This assumption is supported by Dr. James LaPlant, /I/D/E/A, Principals Inservice Program of the Kettering Foundation.

Another important factor to League success is sponsorship by the Michigan Elementary and Middle School Principals Association, Region I and the Wayne County Intermediate School District. These professional educational organizations have approved supporting each principal in his or her efforts to stimulate instructional improvement and organizational change.

A major activity is an annual Wayne County League of Cooperating Principals Drive-in Conference attended by over 200 principals in recent years. Our first Drive-in Conference in 1979 drew 120.

Among the goals we try to reach are finding ways to get all members acquainted with one another; developing on-going mutual help groups; establishing closer working relationships with other associations that serve principals, establishment of a group of 20-25 members who represent the broad range of urban, suburban, rural, public, parochial and private schools of Wayne County which includes Detroit, to serve as a steering committee for League activities.

We attribute much of our increased vitality and larger numbers of participants to the membership of our steering committee.

Numerous requests for information have been received from the leadership people of other schools in the National Network of Principals' Centers of Harvard University, Graduate School of Education. These contacts are also stimulating and informative. We look forward to interaction that will be mutually beneficial.

PRINCIPALS' ACADEMY

3499 LEXINGTON AVE. N.
ARDEN HILLS, MN 55126
(612) 490-0058

CONTACT PERSON:
JULIE FRAME-HANSEN

The Metropolitan Principals' Academy is presently funded through a cooperative effort of twenty-four metro area school districts and coordinated through the Educational Cooperative Service Unit of the Metropolitan Twin Cities area. The purpose of the program is to assist principals in the continual development and renewal of skills and attitudes necessary to be leaders of effective schools. The program components and activities are based on research findings on educational leadership and on individual and group needs as determined by the participants. Although membership is comprised primarily of principals, other administrative personnel designated by member districts may participate.

The Academy consists of two major components: 1) an intensive development program, and 2) an administrator inservice program. The intensive program begins with a 2 1/2 day retreat in the fall. About fifty administrators participate in each new year. As well as learning more about the program, the research, and leadership skills, participants form collegial groups of 5-7 members. These groups then meet once a month with a facilitator for at least two hours. Intensive members identify topics for the administrator workshops held six times throughout the year. They then have the opportunity for attending the follow-up sessions for each workshop attended. A personal/professional growth plan is developed each year and supported in collegial groups. A three-day Summer Institute is developed to provide more skill development, recognition, and celebration of efforts. A monthly newsletter is distributed to all administrators in member districts and additional resources are made available on request.

BUSH PRINCIPALS' LEADERSHIP PROGRAM

KNUTSON, FLYNN,
HETLAND & DEANS
950 MINNESOTA WORLD
TRADE CENTER
30 EAST 7TH ST.
ST. PAUL, MN 55101
(612) 222-2811

CONTACT PERSON:
JOHN M. MAAS

The Bush Principals' Leadership Program is sponsored by the Strategic Management Research Center of the School of Management, University of Minnesota through a grant from the Bush Foundation of St. Paul.

The Bush School Principals Leadership Program is a specially designed program for experienced principals who are concerned about the development and improvement of their local school.

The Bush School Principals' Leadership Program will be conducted in a residential setting using a variety of instructional techniques including analysis of actual case situations: field work to develop skills; individual assessment; planning and conducting a local school improvement program in each participant's school; and a management support process designed for the participant.

The total time requirement will be thirty-four days in residence spread over eighteen months varying from a minimum of three days to a maximum of twelve days at any one time.

All sessions will be conducted in retreat settings designed for maximum interaction of participants without distraction from the normal work routine.

Instructors will be selected for their ability to provide information that supports the objectives of the program and is presented in a manner that is clear and effective.

SCHOOL EXECUTIVE MANAGEMENT INSTITUTE

MISSISSIPPI STATE DEPARTMENT OF EDUCATION
P.O. BOX 771
JACKSON, MS 39205
(601) 359-3506

CONTACT PERSON:
ALAN W. EVANS

The School Executive Management Institute was created through the Mississippi Education Reform Act of 1982. The Institute was formed under the auspices of the State Department of Education with a legislative- mandated Advisory Board. The purpose of the School Executive Management Institute is to provide the framework for a variety of leadership, administrative, and management training programs which will aide in increasing administrative skill levels leading directly to the school improvement processes of the Educational Reform Act.

This skill building framework will consist of three tiers of training experiences: 1) New Administrators, 2) Board Certification Program, and 3) Senior Administrators. The experiences offered at each of these levels will include: seminars, symposia, special topic workshops, skill building programs, and "up-date" conferences (three annually). The initial focus of these programs on skill development are in the areas of School Effects Research, leadership characteristics; communication; performance-based accreditation; instructional management; staff development; tests, measurement, and evaluation, and administrative computer applications.

During the next three to four years this framework will be developed such that some twenty or more training opportunities will be offered within the three tiers. A school administrator can demonstrate both skill attainment and the application of skills on the job which will lead to recognition as a "Board Certified Administrator."

PRINCIPALS' ACADEMY

6800 WYDOWN
BOULEVARD,
WASHINGTON HALL
CLAYTON, MO 63105
(314) 727-6877

CONTACT PERSON:
DR. LAVERN SCOTT

The Principals' Fellows Program will consist of a year long (July, 1988 to June, 1989) study and activity program for administrators drawn from the metropolitan area. Participants will be selected on the basis of demonstrated leadership and diverse representation of the area. While we encourage assistant principals and interns to apply, principals will generally receive first consideration.

Program activities will consist of three strands: 1) a conceptual strand, for study of issues confronting school leadership; 2) skill development; and 3) school improvement process. The skill development process will begin with individual assessments and assignment to work with a facilitator principal of a host school whose identified strengths match the specific needs of the participant. School improvement process will consist of a thorough study of the change process and how to move the mission of a school. The fellows will convene an average of two days each month with additional time for study and skill-building on an individual basis. The first meeting of the 1988-89 class will convene at a central location of the state in a joint meeting with the State Leadership Academy, during the last week of July. A $1000 participant fee will be charged. In addition, each participant will need approximately $300 in expense money for the year. Civic Progress Grant money is available for participants. This grant money reduces the districts' cost by 10 to 50%. A limited number of scholarships will be available.

Writing Groups for Professionals—This program is modeled after the Harvard Principals' Center Writing for Professionals Program. Groups of administrators meet monthly for the purpose of improving their writing skills. An instructor helps direct the collegial group process.

Round Table Discussions are available for administrators. Topics, times, and places are selected by the group; discussion and sharing center around a focus issue.

Principals' Express is available for those administrators who wish to become a part of the electronic bulletin board of the Academy. The Principals' Express was established in cooperation with RCET and Apple Computer Corporation.

MISSOURI LEADERSHIP ACADEMY

DEPARTMENT OF
ELEMENTARY AND
SECONDARY EDUCATION
205 JEFFERSON STREET
P.O. BOX 480
JEFFERSON CITY, MO 65102
(314) 751-6833

CONTACT PERSON:
DR. MARJORIE SPAEDY

The Principal-Administrator Academy in Missouri was legislated by the Excellence in Education Act of May 1985. The Academy is being jointly developed by the State Department of Elementary and Secondary Education and a statewide Advisory Committee consisting of administrators, university faculty, and school board and community representatives.

The Academy's purpose is to be of service to school leaders in continuing professional growth efforts and particularly in the area of the leadership skills required for an increasingly complex and demanding job, for the improvement of instruction in Missouri classrooms.

The Academy is continuing to sponsor many one and two day workshops in the areas of generic leadership skills, time management, communication, school law, financial management, performance based teacher evaluation, and effective schools research.

- **Leader I, II, III,** a skill development project conducted by NASSP has recently been piloted in Missouri through the Academy. This project offers activities related to instructional leadership through the use of simulations, work with a developmental mentor and self evaluation. Another skills development process being offered is the NASSP Springfield Development Program.

- The Academy has provided a sabbatical for a part-time executive assistant. Scholarships were awarded within the eight (8) regions of Missouri to promote participation in national and regional professional growth opportunities. The Network for Women in School Administration has also provided a limited number of scholarships to its members.

- **The Satellite Academy Program** has offered school administrators a unique opportunity to take part in long-term close to home professional growth activities. Each program is coordinated by trained teams of local school administrators, University faculty members, and the Leadership Academy staff. Another activity is a network for practicing or aspiring female school leaders begun in February 1988.

- **The Network for Women in School Administration** was designed to meet specific needs and interests of the women enrolled. Activities of the Network include a conference, a quarterly newsletter, summer internship opportunities, regional support groups, and tuition scholarships to national workshops.

- **Leadership Academy Assessment Center** — Beginning September 1, 1988, Missouri's landmark school reform law, The Excellence in Education Act, requires anyone seeking first time certification as a building or district level administrator to complete an assessment process prior to receiving his or her credentials. The Leadership Academy is responsible for conducting the Assessment Center and providing assessor training conducted by NASSP.

THE DANFORTH FOUNDATION

231 SOUTH BEMISTON
SUITE 580
ST. LOUIS, MO 63105-1903
(314) 862-6200

CONTACT PERSON:
DONN W. GRESSO

The Danforth Foundation, established in 1927, is a national, educational, philanthropic organization dedicated to enhancing the humane dimensions of life. Activities of the Foundation traditionally have emphasized the theme of improving the quality of teaching and learning.

Currently, the Danforth Foundation serves the following areas: higher education primarily through sponsorship of programs administered by the Staff, precollegiate education through grant-making and program activities; and urban education in metropolitan St. Louis through grant-making and program activities.

Mr. and Mrs. William H. Danforth, who established the Foundation, along with their daughter and son, Dorothy Danforth Compton and Donald Danforth, maintained active leadership roles in the affairs of the Foundation throughout their lifetimes. Family members continue to be involved in Foundation activities through participation on the Board of Trustees.

NEW HAMPSHIRE ASSOCIATION OF SCHOOL PRINCIPALS

ONE TREMONT ST.
P.O. BOX 912
CONCORD, NH 03301-0912
(603) 225-3431

CONTACT PERSON:
RICHARD ROTHENBERG

Fourteen years ago the elementary and secondary principals of New Hampshire combined and hired a professional manager for their association. With a strong emphasis on professional development, the association now has 464 members (86% of all principals in New Hampshire), personally and actively involved in policy making, staffing, budget preparation, and the planning, managing and evaluation of activities.

Staff development activities range from awareness level workshops to networking, to big name conferences, to in-depth undertakings such as a week long Principals' Academy in the summer. The 1988 Annual Conference at Waterville Valley in June had as its central theme "Setting the Agenda: The Principal's perspective on Essential Components of Effective Schools." This was a follow-up on the 1987 conference. Participants had a six hour in-depth exploration of one of five topics:

CLIMATE- creating an environment that promotes learning and student achievement

CURRICULUM- evaluating the curriculum to assess and improve its effectiveness in meeting academic and other goals

INSTRUCTION- analyzing, evaluating and improving instruction and teacher effectiveness

STUDENT PERFORMANCE- appraising and assessing student performance and other indicators of overall school performance

LEADERSHIP- understanding and applying leadership skills related to the school and improvement process

The 1988 Academy, held at St. Paul's School, was on "Leadership: A Broader Context." Participants explored broader concepts of leadership from many different perspectives. A deeper understanding of the relationship of leadership to personal growth that requires reflective thinking was carefully examined. In addition, people were able to see how their own approach to leadership might be modified. The Academy was the product of a planning committee composed of principals, faculty members from the State University system and Dartmouth College and professional staff of the Association.

ACADEMY FOR THE ADVANCEMENT OF TEACHING AND MANAGEMENT

RARITAN CENTER, BOX 6446
EDISON, NJ 08818
(201) 225-4545

CONTACT PERSON:
DR. SYBIL NADEL

The Academy for the Advancement of Teaching and Management was formally established within the New Jersey State Department of Education by Governor Thomas H. Kean in July, 1984. Dr. Saul Cooperman, New Jersey Commissioner of Education, appointed Dr. Sybil G. Nadel to direct the organization which is now entering its fifth year of operation. The Academy's mission is to promote quality instruction and management in the schools of New Jersey by providing teachers and administrators with state-of-the-art professional development training programs. Academy programs emphasize the translation of theory into practice and are supported by on-site coaching and assistance by Academy staff.

The Academy's programs are implemented by the director, assistant director, thirteen education program specialists, and by two to four educational practitioners. The educational practitioners are skilled, experienced administrators and teachers who work with the Academy during a one-year sabbatical from their local districts. The Academy has broadened its course offerings from its initial course "Instructional Theory Into Practice" to include twenty courses in four strands: instruction, supervision, leadership/management, and staff development. In a unique program to promote on-going professional growth and educational improvement, the Academy is urging local school districts to appoint in-house staff development leaders. In return, support is available for those districts through additional training, special convocations and seminars, and audio-visual support materials.

In early August, 1988, the Academy will initiate the Principals' Institute, a three-day residential workshop for principals designed to promote professionalism through skill development—problem-solving, collaboration, and writing. Through programs such as these, the Academy continues to encourage a collegial network among educators.

THE NEW MEXICO PRINCIPALS' CENTER

DEPT. OF EDUCATIONAL ADMINISTRATION
COLLEGE OF EDUCATION

THE UNIVERSITY OF NEW MEXICO
ALBUQUERQUE, NM 87131
505) 277-9439 / 3943

CONTACT PERSON:
DR. PAUL POHLAND

The New Mexico Principals' Center was formally established January 11, 1988 as an independent program within the total structure of L.E.A.D. with co-sponsorship from the Department of Educational Administration of the University of New Mexico.

The Center is perceived as an alternative mechanism for professional empowerment. Administratively the Center is housed in the Department of Educational Administration at UNM. Goals of the Center as articulated by the Advisory Committee in arranging the first Summer Institute are: (1) to enhance administrator skills; (2) to facilitate sharing professional knowledge; and (3) to encourage networking among professionals.

Membership in the Center is achieved by participating in Center activities, is voluntary, and is restricted to principals and assistant principals. Center activities range from conducting a week long, residential Summer Institute to facilitating the efforts of individuals to grow professionally.

Governance of the Center is in the hands of an Advisory Committee composed primarily of Principals. Funding is largely provided by Project L.E.A.D., school districts, and individuals.

GREATER CAPITAL REGION PRINCIPALS' CENTER

CAPITAL AREA SCHOOL DEVELOPMENT ASSOCIATION
SUNY-ALBANY, 135 WESTERN AVE, HUSTED 211
ALBANY, NY 12222
(518) 442-3796

CONTACT PERSON:
RICHARD BAMBERGER

The Greater Capital Region Principals' Center was organized in April 1986 by the Capital Area School Development Association (CASDA). The purpose of the Principals' Center is to help principals and assistant principals to develop and improve in their profession through a number of seminars, activities, and programs. The Principals' Center Board is made up of seventeen individuals: ten principals (one from a non-public school), one superintendent, three central office personnel, one teacher, one representative from business and industry, and the Dean of the School of Education, University at Albany, State University of New York. during the 1987-88 school year the Greater Capital Region Principals' Center sponsored with the New York State Education Department a week-long summer Principals' Academy focusing on the Effective Schools Research. A series of staff development programs were offered during 1987-88. The Programs included such topics as Dealing with the Negative Person, Peer Coaching, Computer Applications for Principals, Update on School Law, and Vo Tec/Home School Relationships. Conferences were held on Teacher Empowerment—New Roles for Professionals, Teacher Induction, and Leadership for the 90's. A select seminar - three non-consecutive days and three days/two overnights - was held on the Needs of Beginning Principals. A published report on the seminar findings and recommendations will be published in the fall of 1988.

CASDA, the organization which is initiating the Principals' Center, is a study council affiliated with the School of Education at the State University of New York at Albany. CASDA has ninety-seven affiliated school districts including five Boards of Cooperative Educational Services in the Greater Albany area. CASDA presents many in-service programs and conferences during the year for school districts, professional and non-instructional members for the improvement of education. In addition, CASDA also promotes cooperative interaction between the University at Albany and the affiliated school districts. In addition to the five Boards of Cooperative Educational Services, the school district affiliates consist of three large cities, several small cities, and large and small suburban and rural districts.

WESTCHESTER PRINCIPALS' CENTER

BOCES
CONCORD ROAD
ARDSLEY, NY 10502
(914) 693-7576

CONTACT PERSON:
DR. DON RICHARDSON

The Westchester Principals' Center grew out of an interest among local principals to have more than one shot staff development workshops. The Center serves over 1200 administrators (supervisors, department chairpersons, assistant principals, principals, and central office administrators) in 60 school districts in metropolitan New York. The Center is governed by a Policy Board comprised of administrators representing the member districts. The Policy Board set general direction and policy, allocates the budget, evaluates personnel and determines programs.

The Center's philosophy is consistent with that of other "principal-centered" staff development centers. Participation is voluntary. Programs are designed to promote collegiality, reflection and sharing, as well as the development of leadership management skills. Most programs feature "local talent", though outside speakers are also used to bring in new ideas and perspectives.

Currently, programs focus primarily on issues related to instructional leadership development. Other programs are offered for beginning administrators, assistant principals, and department chairpersons; these programs target specific identified needs of these leadership groups. Networking groups for specific role groups such as elementary principals, middle and high school principals also meet on a monthly basis; these collegial groups determine their own agenda and use the Principals' Center primarily as a resource. A resource library of videotapes and audiotapes is housed at the Center and is used frequently by members.

A special feature of the Center are coaching programs that have been developed to provide follow-up support for training and for mentoring both beginning and veteran principals. These programs are voluntary and coaches receive specific training to prepare them for their roles.

The Principals' Center is funded by a state grant and through contributions from local school districts. These contributions include membership fees and tuition for programs. The Center also receives funds through the Federal Project LEAD.

BROOME-TIOGA AREA PRINCIPALS' CENTER

421 UPPER GLENWOOD ROAD
BINGHAMTON, NY 13905
(607) 729-9301

CONTACT PERSON:
DONALD TACKLEY

The Broome-Tioga Board of Cooperative Educational Services (BOCES) is a regional educational service agency providing services to fifteen component school districts. There are forty-four BOCES in New York State.

On a regional basis there are two groups who meet regularly: the Broome-Tioga Association of Chief School Administrators and the Organization of Instructional Representatives—primarily Assistant Superintendents for Instruction. For a number of years both groups had discussed the professional needs of building principals.

At the June meeting, building principals brainstormed needs and a possible organizational structure. A steering committee was formed. Chief School Officers in July agreed to the proposals of the Steering Committee and also agreed to financially support the Center.

The Center is governed by an Executive Committee and is composed of three divisions: (1) Elementary Principals, (2) Middle/Junior High Principals, and (3) High School Principals. Each division has an elected chairperson and collaboratively plans their monthly program. Special events are jointly sponsored by all divisions such as a week long Principals' Academy.

SUPERCENTER

345 ADAMS STREET
BROOKLYN, NY 11201
(718) 852-3000

CONTACT PERSON:
MURRAY BROMBERG

Concerned about the need for quality staff development for supervisors, the Board of Education, the City University of New York, and the Council of Supervisors and Administrators joined forces in the fall of 1986 to form the SUPERCENTER Consortium. In so doing, they planned to maximize the effectiveness of school leaders with a view toward improved teacher performance and student achievement. The partnership selected the Assistant Principals in the 32 district schools as their first target group.

Objectives:

1. To provide a mechanism by which school leaders can develop and implement successful approaches to school problems;

2. To establish peer networks of cooperating assistant principals;

3. To establish a mentoring network, matching highly regarded retired principals with current practitioners;

4. To provide A/Ps with a supportive environment in which to identify and examine critical issues affecting their performance;

5. To use the considerable resources of the three sponsors in order to expose the participants to the best possible staff development experiences.

SUPERCENTER Activities:

In addition to the conferences, workshops, retreats, and summer institutes which are features of the Principals Centers, the SUPERCENTER uses:

- **Field Consultants.** A cadre of recently retired principals with excellent reputations acts as mentors to the assistant principals. They visit the participants and help them to develop strategies for solving their pressing problems. Each A/P works on a research project, as well.

- **Buddy Intervisitation.** Our A/Ps are encouraged to make school visits to colleagues in their buddy groups. They set up peer networks and return to their home school with new ideas, fresh approaches.

THE PRINCIPALS' CENTER OF LONG ISLAND

LONG ISLAND UNIVERSITY,
C.W. POST CAMPUS
NORTHERN BOULEVARD,
BROOKVILLE, NY 11548
(516) 299-2894

CONTACT PERSON:
DR. JOHN E. OWENS

The principal must be motivated and prepared to utilize effectively the total resources of the school community in the pursuit of a high quality educational program. Orchestration of this collaborative approach to problem solving and innovative planning has been the primary objective of the Principals' Center of Long Island in each of its five year history. Now, more than ever, individuals, groups, organizations must recognize the essential need, the practical value, the urgency of cooperation. At times, the competitive spirit, of which Americans have been so proud may contribute to an independence, an isolation that has stymied the forging of a cohesive force for education. A force that has as its common and sole purpose, provision of an increasingly better educational experience for children.

The theme of this year's program continues to be collaboration, recognizing no approach or process has a magic that eliminates or dissolves present day problems. However, also fully cognizant that no individual or no group alone has the ability to make a discernible impact on change that creates an exciting and challenging climate for increased student learning.

The established objectives, individually and collectively, contribute to this goal:

1. The effective schools program provides a basic philosophy with research-based practical skills and techniques to implement it;

2. Modification and change are more effective when planned and conducted by a team including teacher - principal, as in the Glickman model;

3. Beginning principals (0-3) are offered the coaching assistance of experienced mentors - personally and professionally;

4. Principals are encouraged to develop a partnership with parents in crucial aspects of the school's operation;

5. Graduate level interns becoming more informed and skilled in job application and the screening interview process;

6. Parochial schools join hands inter-relating two systems of education, each with ideas of mutual value.

7. Principals' Centers of New York City merge urban-suburban systems to explore and promote areas of common interest and common value.

The proposal has a sequential flow beginning with the cooperatively sponsored nine-day-effective schools program proceeding with the process and impact of the Glickman team change model.

The resulting skills can be applied in work with beginning principals'; parent associations and groups; parochial schools and finally New York City Principals' Centers.

The Principals' Center is providing a recognizable service to principals in the two counties of Nassau and Suffolk. The Center is being increasingly acknowledged as a "voice for principals". This, in fact, substantiates the concept of collegiality and its unlimited potential for enhancing the quality of education.

ERIE 1 BOCES INSTRUCTIONAL DEVELOPMENT CENTER

ACADEMIC MANAGEMENT INSTITUTE

TERRACE EDUCATION CENTER
591 TERRACE BLVD.
DEPEW, NY 14043
(716) 684-2260

CONTACT PERSON:
GORDON BIANCHI

The Academic Management Institute is designed to implement programs for administrators in the five (5) county area of Western New York which will improve management skills. The goal is to facilitate change in administrative practices that lead to an increase in pupil performance. The emphasis is on the practical application of management skills.

Topics for presentation are developed after administrators are surveyed each year regarding their needs, as well as informal input by the AMI Steering Committee. Adjunct staff, recruited from the ranks of administrators in the five (5) county area are trained as workshop presenters and consultants. They then plan workshops/training for Western New York administrators, serve as group leaders for workshops, and support implementation of workshop learning by maintaining contact with workshop participants.

To date, the Academic Management Institute offers workshops/training on the following:

- School Climate Improvement,
- Supervision for Instructional Improvement,
- Leadership for Instructional Improvement (Situational Leadership),
- Building Planning for Instructional Improvement,
- Community Relations and the Building Principal, and
- Effective School Management
- Situational Leadership
- Problem-Solving/Decision-Making.

ASSOCIATION OF WOMEN ADMINISTRATORS IN WESTCHESTER

111 EAST HARTSDALE AVE
HARTSDALE, NY 10530
(914) 428-2179

CONTACT PERSON:
DR. CYNTHIA RANDAZZO

In October of 1978, Barbara T. Mason, a former New Rochelle Principal and Professor of Educational Administration at Queens College, wrote to a group of Westchester women administrators. Her letter expressed the need for a women's administrative group—a group that would work, "to facilitate opportunities for women administrators." Several administrators met on election day eve to formally launch Westchester Women Administrators, later to be renamed the Association of Women Administrators in Westchester (AWAW).

Now in its ninth year, AWAW has grown rapidly from a handful of women to more than 225 members. It has attracted women from across the spectrum in educational experience, from aspiring novices to seasoned veterans—from elementary schools to universities.

The purpose of the Association is fourfold:

- to pursue educational programs to foster professional growth and development in administration,
- to encourage professional interaction among educators,
- to increase professional and community awareness of the roles of women in education, and
- to develop and disseminate educational materials to promote equal opportunity for women in administration.

Membership is open to all persons who have demonstrated an interest in educational administration by holding an administrative position, holding certification as an administrator, or teaching or studying in an administrative program. All members have equal privileges of voice, of vote, and of office-holding.

CENTER FOR *SECONDARY SCHOOL* ADMINISTRATORS AND SUPERVISORS

HOFSTRA UNIVERSITY
HEMPSTEAD, NY 11550
(516) 560-5789

CONTACT PERSON:
WALTER YANNETT

The School of Education at Hofstra University is pleased to announce the establishment of the Center for Secondary School Administrators and Supervisors. School improvement has become and will remain a major issue on local, state and national agendas. In recent years, debates, research and literature have provided sufficient evidence that true and lasting educational improvement comes about at the school building level. In addition, the evidence shows that competent administrators and supervisors were the prime movers in the development of quality learning in their schools. For these reasons, increased attention has been devoted to improving the educational, instructional and leadership skills of building level administrators and supervisors.

The Center for Secondary School Administrators and Supervisors offers the resources and services of the faculty of the School of Education to provide assistance to building administrators and supervisors in the Long Island area who play an influential role in determining the quality and character of a school. It is also our intention to utilize the skills and expertise of many practicing administrators and supervisors who have demonstrated unusual leadership talents and effectiveness in their schools, and to facilitate networking.

Services will be available for:

- Principals
- Assistant Principals
- Administrative Assistants
- Deans
- Department Chairpersons
- Coordinators
- Directors

During the school year, the center's activities will include:

- Conferences
- Seminars
- Institutes
- Workshops
- Newsletters
- Lecture series
- Opportunities for practitioners to share their expertise
- Networking of special interest groups

The Center for Secondary School Administrators and

Supervisors will be developed as a collaborative effort between the faculty of the School of Education of Hofstra University and Secondary school personnel of Long Island. The activities of the Center will be developed by an advisory board consisting of faculty members of the School of Education and administrators and supervisors of the secondary schools of Long Island. This advisory group will determine topics of interest, select appropriate speakers and determine the format of presentation.

BOARD OF JEWISH EDUCATION OF GREATER NEW YORK

426 WEST 58TH STREET
NEW YORK CITY, NY 10019
(212) 245-8200, X258

CONTACT PERSON:
RABBI NEAL KAUNFER

The Principals' Center of the Board of Jewish Education (BJE) of Greater New York links principals of some 400 Jewish schools in sustained sharing of ideas, programs, experiences, problems, solutions, materials and resources. The Center began as an outgrowth of work with religious school principals in seven Greater New York principals' councils. Since there was no mechanism for the sharing of ideas and problems in such areas as curriculum, staff development, supervision, and school change outside of the councils, the Principals' Center was established to meet this need. There are four regional locations--Manhattan, Westchester, Nassau and Suffolk—where resource files and materials are available. The programs and services offered are:

- **University Conferences:** Academically oriented conferences are held annually on themes related to education and school management at university sites within the regional area. These conferences help to bridge the gap between current educational research and school practice. Conferences have taken place at Harvard University (1985-86), University of Pennsylvania (1987), and Columbia University (1988).

- **Seminars and Workshops:** Principals' Center staff, specialists in the field, and faculty from universities and seminaries present workshops and seminars on topics pertinent to education and administration in Jewish schools. In addition, consultations and seminars are available with resource experts in such areas as media selection and usage, computer utilization, interpersonal relations, grant writing, and school management. All sessions are recorded on cassette and are available for purchase.

- **Sharing Groups:** Principals come together to exchange ideas, problems, programs and materials on a focused topic which they select in advance.

- **Materials Packet:** Selections from current general and Jewish educational literature as well as contributions from area principals, dealing with themes relevant to the educational and administrative issues and concerns, are mailed out periodically to members. Two specially designed packets have been developed on Teacher Evaluation and Staff Development.

- **Telephone Hot Line:** Principals can call in their ideas, questions and requests during night and weekend hours and leave them on a telephone recording machine.

- **Lending Library:** The Center library contains reference and research books and periodicals on issues such as educational leadership, curriculum design and staff development.

The BJE Principals' Center is funded from the general BJE budget. The BJE is a beneficiary of the UJA Federation of Jewish Philanthropies of Greater New York.

CITY COLLEGE/HUNTER COLLEGE PRINCIPALS' CENTER

CITY COLLEGE OF NEW YORK
138TH ST. & CONVENT AVE.
NEW YORK, NY 10031
(212) 690-8389/5472

CONTACT PERSON:
DR. MICHAEL GILLESPIE
ARLENE ZIMNY

The City College/Hunter College Principals' Center is headquartered at City College of New York. It is guided by an Advisory Board of New York City principals, superintendents and the Education faculties of City and Hunter Colleges.

Funded by the New York State Department of Education, the Principals' Center represents a setting where principals can find ready access to resources, ideas, training and collegial support. Specifically, the Center provides seminars, workshops, exemplary program demonstrations, and on-site support to principals in the areas of instructional leadership, administrative empowerment, and school improvement. The Center is also dedicated to providing increased opportunities for principals' networking and collaborative project implementation.

Currently, the Principals Center provides three types of programs:

1. An Effective Practices series of seminars and mentoring for newly-appointed principals.

2. A Core program for principals with one to five years experience who are interested in an advanced instructional leadership sequence.

3. An At-large program for any principal interested in receiving Center services as well as attending/conducting selected workshops, roundtables, and forums.

For more information about the Principals' Center or for membership applications, contact Dr. Michael Gillespie, or Ms. Arlene Zimny, Co-Directors at the above listed numbers.

LOWER SCHOOL ADMINISTRATIVE ASSOCIATION

170 EAST 70TH STREET
NEW YORK, NY 10021
(212) 288-4778

CONTACT PERSON:
HELAINE MEISLER

Approximately ten years ago, the Lower School Administrators' Association was founded by New York City heads of lower schools. Our purpose is to meet about three to five times a year for social and professional events. We meet in our schools so as to go on tours and see first hand what is going on in our home bases. Topics have included: computers and the elementary school child; learning disabilities - how to effectively teach these children; staff development vis-a-vis adult growth and development; strategies to effectively handle the nitty gritty, daily problems; sharing information such as report card forms, names of substitute teachers and names of speakers for assembly programs.

The thrust is developing a sense of collegiality.

METROPOLITAN SCHOOL STUDY COUNCIL

BOX 104
TEACHERS COLLEGE,
COLUMBIA UNIVERSITY
NEW YORK, NY 10027
(212) 678-3971

CONTACT PERSON:
JOANN JAUELLO-NOTO

The Metropolitan School Study Council (MSSC) is a network of metropolitan area school districts and Teachers College, Columbia University faculty and staff. It is an educational field-service and field-based organization presently serving school communities in Connecticut, New Jersey and New York. The work of the Council focuses on staff development in areas of interest to our member districts. MSSC is supported by Teachers College and by fees paid by member school districts.

MSSC was organized in 1941 by Dr. Paul Mort. Although it grew out of a superintendents' workshop , the needs of the war years turned its attention to broader school problems. From there it grew in terms of numbers of member districts, participation of the staff in these districts, and the nature of the issues studied. From its onset, MSSC has defined one of its purposes to be the nurturing and support of member school districts wishing to go beyond minimum programs. These districts maintain high standards of excellence and are actively involved in curriculum innovation and school improvement.

The regional school study council pioneered by MSSC has become a model for more than 50 such councils throughout the U.S. It provides, in a single agency, the structure for deliberate efforts to address contemporary issues on a cooperative basis. Doctoral students at Teachers College have obtained field experience in their graduate work through serving the needs of member school districts. A collaboration between a major research University and practitioners in the field, MSSC provides a forum for the interrelationship of the world of theory and the world of practice.

THE NEW YORK ALLIANCE FOR THE PUBLIC SCHOOLS PRINCIPALS CENTER

FORDHAM UNIVERSITY
SCHOOL OF EDUCATION
LINCOLN CENTER, NY
10023
(212) 841-5292

CONTACT PERSON:
DR. THOMAS MULKEEN
MR. HERBERT BALISH

The Principals Center evolved from the Principals as Curriculum Leader project, a staff development program for New York City High School Principals.

Seminars, symposia, conferences, special topic workshops and institutes are offered at the Principals Center and various locations in the city and focus on development in the areas of leadership, organizational management, communication and professional growth.

The Principals Center is guided by an advisory board representing the High School principals, the schools of the Archdiocese of New York, Fordham University, St. John's University, Columbia Teachers College, N.Y.U. and C.U.N.Y.

The Center is housed at the Fordham University Graduate School of Education, Lincoln Center, NY 10023.

THE PRINCIPALS' CENTER AT SYRACUSE UNIVERSITY

ROOM 252
HUNTINGTON HALL
SYRACUSE UNIVERSITY
SYRACUSE, NY 13244
(315) 423-4696

CONTACT PERSON:
SCOTT SHABLAK

The Center is a community of school leaders and School of Education faculty with a shared sense of purpose: the personal and professional development of building principals who so greatly influence the direction, the character, and the quality of our schools. It is a membership organization founded on commonly shared needs, the fulfillment of which will benefit both the individual and the educational setting. The needs were clearly identified by the over seventy principals throughout the broad Central New York region who participated in the planning and design efforts.

There is a common need for validation and celebration of the principalship as a profession. In the stressful realities of the work setting, mutual support groups can renew, revitalize, and reshape perspectives. The principals' Center provides a fraternity of members who share a very special role.

There is a common need for learning, learning which can be reflected in the improvement of the educational setting and of their own lives. What is needed are conditions whereby school practitioners might voluntarily engage in opportunities to play a major role in their own professional development. The Principals' Center provides a network for sharing mutual concerns, talents, and insights of those who play out common roles in highly diverse settings.

The Principals' Center design and focus have culminated in an organization of school leaders for action in education. It is an organization whose action will be critical in making real differences in our public schools. It is an organization dedicated to "value added" education not through added expense, but through making maximum use of the resources available.

LEADERSHIP INSTITUTE FOR ADMINISTRATORS

STATE DEPARTMENT OF PUBLIC INSTRUCTION
116 WEST EDENTON STREET
RALEIGH, NC 27603-1712
(919) 733-2095

CONTACT PERSON:
LEE GRIER

Funded by the 1979 legislature, the North Carolina Leadership Institute for Principals is an office within the State's Department of Public Instruction in the area of Personnel Services. The Institute provides comprehensive state-wide services for principals, assistant principals, and central office personnel. In 1987 the name changed to the North Carolina Leadership Institute for Administrators to reflect this more comprehensive service. The Institute works with all Principals, Assistant Principals and Central Office staff.

Offerings include both regional and state-wide seminars on a myriad of management and leadership functions such as conferencing skills, effective schools, teacher performance appraisal, and planning for professional growth, to name a few. A new addition to the Institute is the Assessment Center which utilizes the NASSP model to assess the skills of those considering entering the principalship.

The Institute produces, writes, and provides the on-camera staff for two education-related programs: "On and About Principals," and "Education Update." The programs are aired statewide on public television and one, "On and About..." includes four live teleconferences. In addition the Institute sponsors two packaged programs on public broadcasting. The past year they were "Aide-ing in Education" and "Teaching for Thinking".

The Short-Term Internship—where the Institute finances and arranges for principals to visit schools with exemplary programs—and the Business/ Industry Liaison Program—where top-notch corporations, such as IBM and Burlington, allow us slots in their management training programs—are also well-received offerings. In addition, technical assistance is given in a variety of ways, ranging from provision of materials to speaking to groups to conducting research.

A unique feature of the North Carolina Institute is the Executive Assistant Program. Each year outstanding career principals apply for three slots with the Institute. Those selected are "on loan" from their districts for one year, during which time they function as regular members of the Institute's staff, supplying the kind of "in-the-trenches" input which greatly enhances the Institute's ability to remain current in its thinking and offerings.

PROGRAM TO IMPROVE MANAGEMENT AND LEADERSHIP SKILLS OF SCHOOL PRINCIPALS

POST OFFICE BOX 12746
200 PARK OFFICES
SUITE 204
RESEARCH TRIANGLE
PARK, NC 27709
(919) 549-8216

CONTACT PERSON:
NAIDA TUSHNET BAGENSTOS

The Southeastern Educational Improvement Laboratory (SEIL) has organized this program in order to provide assistance to principals' centers in Alabama, Florida, Georgia, Mississippi, North Carolina and South Carolina. SEIL will coordinate the Network in order to:

- provide for general communication among the members,
- promote in-depth discussion and problem-solving,
- develop and disseminate information in response to regional needs, and
- broker the gathering and exchange of information or the study of significant issues.

PRINCIPALS' AND ADMINISTRATORS IN-SERVICE PROGRAM

AKRON PUBLIC SCHOOLS
STAFF DEVELOPMENT CENTER
65 STEINER AVENUE
AKRON, OH 44301
(216) 434-3404

CONTACT PERSON:
ROBERT MEADOWS

The Akron Public Schools operate a Staff Development Center that conducts programs for all staff members. The /I/D/E/A/ Principals' and Administrators' In-Service Program was developed as a component of the Staff Development Center. The /I/D/E/A Program was designed for principals; however, Akron has modified the program to include central office administrators.

During June, 1984, five Akron Public Schools' Administrators were trained as facilitators for the /I/D/E/A/ Principals' In-service Program. The facilitators participated in an eight-day training program which included a two and one-half day orientation program for participating principals' groups. Additional facilitators were trained in January, 1985 and January, 1986.

Currently there are twelve job-alike groups meeting monthly in small groups—five elementary principals' groups, two elementary-secondary assistant principals' groups, the junior high/middle school principals' groups, the senior high principals' group, and three central office administrators' groups. Each group is led by a trained facilitator. Sizes of groups range from six to eleven participants.

The /I/D/E/A/ Principals' In-service Program encourages principals to share problems and solutions, and helps to provide an atmosphere of mutual support for positive change. The goal of the program is to help principals improve their professional competencies so that they can improve school programs for students. The program is individualized; that is, it is based on principals' individual needs and on individual school needs.

Groups meet monthly during the school year with a trained facilitator in a collegial support group. During these monthly meetings, through group generated activities, the group becomes a resource team for each individual. Program outcomes are professional development, school improvement, collegial support, and continuous improvement.

This program provides a long-term commitment to excellence in education.

INSTITUTE FOR DEVELOPMENT OF EDUCATIONAL ACTIVITIES, INC. (/I/D/E/A/)

259 REGENCY RIDGE
DAYTON, OH 45459
(513) 434-6969

CONTACT PERSON:
DR. JON S. PADEN

The Institute for Development of Educational Activities, Inc. (/I/D/E/A/) was created in 1965 as the educational arm of the Charles F. Kettering Foundation in Dayton, Ohio. Its purpose was and continues to be to minimize the time gap between what is known about good education and what is actually practiced in classrooms. /I/D/E/A/ is a self-supporting private operating foundation, retaining its 501(c)(3) status.

/I/D/E/A/ trains local facilitators for administrative inservice programs, school improvement programs, and provides network and technical assistance to districts implementing these programs.

For twenty-one years the /I/D/E/A/ Fellows Program for administrators has been a fundamental aspect of /I/D/E/A/'s mission. Each summer, one thousand school administrators participate in this program located on five college campuses. Additionally, /I/D/E/A/ conducts institutes for teams of administrators and teachers. These special institutes are devoted to a single educational issue which is explored in depth.

THE CENTER FOR PROFESSIONAL DEVELOPMENT

EDUCATION DEPARTMENT
JOHN CARROLL UNIVERSITY
UNIVERSITY HEIGHTS, OH 44118
(216) 397-4331

CONTACT PERSON:
AMY R. HOFFMAN

The Center for Professional Development (CPD) is a cooperative school district-university partnership designed to provide staff development opportunities for school administrators.

It provides skill and knowledge updating for an important and influential group of educational leaders. It also promotes interaction among school districts and a link with a university.

The Center for Professional Development has been operating since 1981. It began with a grant from the Martha Holden Jennings Foundation and is now fully self-supporting.

An advisory committee comprised of a representative from each school district identifies needs and plans CPD offerings.

A fall meeting features a nationally-recognized speaker with a large group presentation and small group follow-up session: John Goodlad, Gene Maeroff, Alonzo Crim, and Madeline Hunter have been some of the speakers.

A winter meeting offers a series of short presentations on a number of topics. Those topics, which spark the most interest, are developed into in-depth workshop sessions in the spring.

A program for beginning teachers is being sponsored by the CPD. Other offerings, based on the needs and interests of the member districts can be developed.

CCOSA PRINCIPALS LEADERSHIP ACADEMY

4010 N. LINCOLN
BOULEVARD SUITE 106
OKLAHOMA CITY, OK 73105
(405) 427-5454

CONTACT PERSON:
JAMES R. BURNETT

Oklahoma public school administrators, believing that where there is strong, positive leadership by the building principal the school is likely to be effective, have determined to provide an organizational framework to help equip school principals to more effectively lead the educational progress of their schools. This organizational framework is an academy for principals.

The name of the academy, CCOSA Principals Leadership Academy, reflects the sponsorship of the Cooperative Council for Oklahoma School Administration (CCOSA) which is the only statewide professional association for school administrators in Oklahoma. The three constituent associations which make up CCOSA are the Oklahoma Association of Elementary School Principals (OAESP), the Oklahoma Association of School Administrators (OASA), and the Oklahoma Association of Secondary School Principals (OASSP).

Some of the assumptions undergirding the Academy programs are (1) principals can take charge of their own professional development by decision making to solve their own problems; (2) principals receive the most benefit from voluntary, self-initiated, and self-directed programs which emphasize personal strengths, and which are sustained, recognized, and supported by others; and (3) effective principals must remain learners, accept the responsibility for continuing self-improvement and growth, and must model the learning process they expect from teachers and students.

The thrust of the Academy will be in the areas of self-assessment, collegial support through administrator networking and peer support, and an individualized program of school improvement to ensure a positive application of models or theories into practice. The Academy will be governed by a twenty-three (23) member Advisory Board which includes eighteen (18) elementary & secondary principals and is Chaired by a principal.

MANAGEMENT ACADEMY FOR SCHOOL EXECUTIVES

309 GUNDERSEN
OKLAHOMA STATE UNIVERSITY
STILLWATER, OK 74078
(405) 624-7244

CONTACT PERSON:
A. KENNETH STERN

The Management Academy for School Executives (MASE) is a cooperative effort by Oklahoma State University, the University of Oklahoma, and the Oklahoma State Department of Education. Since its inception in 1978, the Academy has strived to apprise school executives of current advances in management techniques and skills. MASE offers three two-day seminars annually that focus on developing general and practical, yet long-term skills of school administrators.

The Academy, headquartered in the Department of Educational Administration on the Oklahoma State University campus, is staffed by University personnel, and is guided by an advisory Board composed of public school executives who serve three year terms. The Advisory Board with the MASE staff and University Committee coordinate and plan the program for each seminar.

OREGON LEADERSHIP ACADEMY FOR SCHOOL ADMINISTRATORS

707 13TH STREET, S.E.
SUITE 100
SALEM, OR 97301
(503) 581-3141

CONTACT PERSON:
DR. KATE DICKSON
DR. WAYNE ROBBINS

The Oregon Leadership Academy for school administrators is a consortium of educational agencies committed to enhancing the quality of schools in Oregon through practice driven and research based technical assistance and training for educational leaders.

The work of the Academy encompasses the six Academy goals by a) focusing on what administrators do to lead and manage schools, b) teaching and learning about how schools can improve effectiveness and productivity within the complex modern environment, c) enabling administrators to assess where they are in their professional development in relation to performing key leadership roles, d) providing opportunities for school administrators to gain the needed knowledge, skills and abilities to apply new learning, and e) providing technical assistance and support for long-term school improvement efforts.

The Academy programs are based on research and successful practices in leadership, management of high performance systems, organizational behavior, human resource development, and adult learning. We are excited and challenged by the enthusiasm and strong support we have received from the Academy participants during our first year.

The Oregon Leadership Academy has three program strands:

- Institute for the Advancement of Leadership
- Technical Assistance Center
- Professional and Career Development Resource Center

The programs are designed to be long-term with an emphasis on skill development, application, and collegiality. Focus areas are Instructional Leadership, Organizational Management, Human Relations, and Communication Skills and Professional Development. Other Academy programs will include a seminar series, topical workshops, collegial support groups, networking, mentorship programs, assessment centers, and professional development counseling.

The Academy is guided by a twenty-five member Advisory Board comprised of representatives from the superintendents, principals and supervisor

associations, as well as from educational agencies, universities, and business and industry. A school principal is also selected each year as a Distinguished Fellow to assist with the Academy program. The Academy looks forward to sharing information and newsletters.

PENNSYLVANIA ASSOCIATION OF ELEMENTARY AND SECONDARY SCHOOL PRINCIPALS (PAESSP)

801 NORTH SECOND STREET
HARRISBURG, PA 17102
(717) 233-3001

CONTACT PERSON:
FRANK S. MANCHESTER

The Association's long-range plan includes a number of critical work activities related to professional development. We have offered regional and statewide seminars alone and in conjunction with other organizations.

The Associations (PAESP/PASSP) have hired a consultant (Carol Flaherty-Zonis) to provide professional development programs around the state.

This summer, for the first time and in conjunction with the Pennsylvania Association of School Administrators, we will be running an Institute for new administrators: principals and superintendents. New is defined as new to their district or position. The model will be a 5-day training program in the summer and two (2) follow-up Institutes in the Fall and Spring.

PRINCIPALS' ACADEMY ON INSTRUCTIONAL LEADERSHIP

PENNSYLVANIA DEPT. OF EDUCATION
HARRISBURG, PA 17126-0333
(717) 783-6848

CONTACT PERSON:
KENNARD L.BOWMAN

The Principals' Academy on Instructional Leadership is a Pennsylvania Department of Education initiative which provides for elementary and secondary principals to participate in a four-day professional training experience and two two-day follow-up meetings. As indicated by its name, the Academy focus is directed toward the principal as the "instructional leader". Specific topics include:

1. Developing visions, high expectations and positive school climate.
2. Identifying and developing effective instruction and maximizing instructional time.
3. Determining curriculum--objectives, content and vertical and horizontal alignment.
4. Enhancing self-esteem—students, staff, and community.
5. Recognizing and responding to adult leadership and learning styles , self and others.

The Academy's conceptual development was begun in June, 1987. By the end of the first year, 240 principals from more than 200 school districts had participated. During the next three years a minimum of 30 Academies are planned for approximately 750 principals.

When a principal is selected to participate in the Academy experience, he/she agrees to be an active contributor during the four days and two two-day follow-up sessions as well as on-going involvement in the Academy network.

PRINCIPALS' LEADERSHIP COUNCIL CENTER OF SCHOOL STUDY COUNCILS

UNIVERSITY OF PENNSYLVANIA
GRADUATE SCHOOL OF EDUCATION
PHILADELPHIA, PA 19104
(215) 898-7371

CONTACT PERSON:
HARRIS SOKOLOFF

The Principals' Leadership Council was established in 1984 when five area principals met with the Executive Director of the Center for School Study Councils to develop an organization which met the professional development and networking needs of area principals. It was agreed that the Council would start with a small cadre of principals having reputations for excellent instructional leadership and expand slowly.

The purpose of the Council is to provide a context for principals to meet for their own professional development and problem solving activities. The Council has grown out of a demonstrated need for educational leaders at the sssol building level to share their considerable expertise in the exercise of leadership for educational excellence and for those leaders to have greater access to the resources of the University community. Activities of this Council are based upon the belief that schools are learning communities and that school improvement must be supported by the leaders of those communities.

The Council sponsors meetings every other month. Programming themes and content for workshops and seminars are developed by the Council coordinating committee, based on a needs assessment survey of the membership. That coordinating committee is also responsible for all policy and budget discussions which are then implemented by a permanent staff headed by the Executive Director of the Center. All workshops and seminars include a "program clinic" during which principals discuss problems they face and develop possible solutions.

The Principals' Leadership Council is supported by funds from membership fees, the Center for School Study Councils, and the Graduate School of Education.

RHODE ISLAND EDUCATIONAL LEADERSHIP ACADEMY

78 FOXGLOVE DRIVE
CRANSTON, RI 02920
(401) 943-8090

CONTACT PERSON:
CHARLES MOJKOWSKI

The Rhode Island Educational Leadership Academy was formed in 1984 to serve the professional development needs of educational administrators. The mission of the Rhode Island Academy is to improve the quality of schools at all levels: the learning environment, human resources/ personnel, management/leadership, and organizational context. The Academy assists administrators to develop their management skills, refine their understanding of important issues, and plan programs and practices that lead to increased teacher and student performance.

The goals of the Academy are to:

- assist administrators to improve their leadership and management skills and apply them in improving schools,
- assist administrators to develop and implement comprehensive and coherent school improvement programs,
- expand educational opportunities for women and minorities to serve as school administrators, and
- develop collaborative relationships among educational leaders at all levels who share a responsibility and commitment to school improvement.

The Academy serves as its primary client group educational administrators—building principals and assistant principals, district superintendents and central office staff, and school committee members. Where appropriate and consistent with the goals and objectives of the Academy, services and activities are extended to other groups involved in administrative and curriculum leadership, such as department chairmen and higher education faculty. While the major focus will be on practicing administrators, the Academy works with and through other organizations to serve the needs of administrators in training. In serving these groups, the Academy gives special attention to the need to encourage and support the efforts of women and minorities to prepare for and seek leadership positions in education.

The Academy is governed by a fifteen-member Board of Directors representing principals,

superintendents, school committees, higher education, business, and the Rhode Island Department of Education. Day-to-day management is provided by a part-time Executive Director. The Academy operates on funds provided through grants, contracts and service fees. The Rhode Island LEAD Center will be operated by the Academy.

ADMINISTRATORS' LEADERSHIP ACADEMY SOUTH CAROLINA DEPARTMENT OF EDUCATION

1104 RUTLEDGE BUILDING
1429 SENATE STREET
COLUMBIA, SC 29201
(803) 734-8555/8305

CONTACT PERSON:
DAVID COLEMAN

In 1979 the State Superintendent of Education commissioned a Task Force to study administrative training programs nationwide. The Task Force study pointed favorably to the academy model. The South Carolina Administrators' Leadership Academy was within the South Carolina Department of Education and was established July 1, 1981 in response to the Task Force recommendations.

The Academy promotes quality educational leadership in South Carolina by providing continuing professional development and diversified services for public school administrators. Various Academy services assist public school districts in selecting and training new administrators, keeping job skills of experienced administrators current, and providing up-to-date information on sound ideas in educational practice.

TEPSA ACADEMY
TEXAS ELEMENTARY PRINCIPALS AND SUPERVISORS ASSOCIATION

501 EAST 10TH
AUSTIN, TX 78701
(512) 478-5268
1-800-252-3621 (IN TEXAS)

CONTACT PERSON:
SANDI BORDEN

In December, 1986, the TEPSA Academy was established by the Texas Elementary Principals and Supervisors Association. It was founded after TEPSA successfully developed the only instructional leadership program by a professional association in response to Texas' 1984 state-mandate training for administrators. A Director of Educational Programs was employed to guide activities of the Academy.

The Academy is designed to be an intensive training experience as well as network in which talented Texas educators statewide work collaboratively for three years to become a cadre of highly skilled instructional leaders. The 150 participants were selected through a nomination process that assured a cross section of representation from the twenty regions of the state. This Academy offers them a forum for input into larger state issues and into planning their own professional growth focused on school improvement. Envisioned as an educational "think-tank", it fosters creative problem-solving of emerging challenges through on-going small groups. The program's length will give educators time to formulate and actually test possible solutions. Resource sharing is intentionally promoted.

TEXAS A&M UNIVERSITY PRINCIPALS' CENTER

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

COLLEGE OF EDUCATION
TEXAS A&M UNIVERSITY
COLLEGE STATION, TX
77843-4226
(409) 845-2766 / 5099

CONTACT PERSON:
DR. DAVID HINOJOSA

As an active member of the national network of Principals' Centers initiated in 1984 by Harvard University, Texas A&M University Principals' Center has been providing pre-service and in-service training, technical assistance and research into the principalship in support of Texas elementary and secondary principals since 1981. Since its founding by David A. Erlandson, the Texas A&M University Principals' Center, sponsored by the Department of Educational Administration, has been in a unique position to provide professional development opportunities for school principals.

Texas A&M University has achieved national recognition for its exemplary preparation program for elementary and secondary school principals and is increasingly noted for leadership in Texas and the nation for its provision of support services to practicing principals. The Board of Regents of Texas A&M University acknowledged this effort by formally approving the establishment of the Principals' Center in February, 1985. The mission of the Principals' Center is to support elementary and secondary school principals through preparation, assistance and research. Objectives of the Center are to:

- develop clusters of Principals around the state,
- sponsor professional staff development activities,
- coordinate principals' professional development activities,
- provide a clearinghouse for information to principals in Texas,
- participate in a national network of principals' centers,
- accurately assess and effectively develop the job skills of present and prospective principals,
- develop materials, procedures, and delivery systems for the effective pre-service and in-service training of principals, and
- develop a body of knowledge undergirding the role of the principal through research efforts.

MEADOWS PRINCIPAL IMPROVEMENT PROGRAM

EAST TEXAS STATE UNIVERSITY
EAST TEXAS STATION
COMMERCE, TX 75428
(214) 886-5517

CONTACT PERSON:
JAMES VORNBERG
RUTH STEPHENS

The Meadows Principal Improvement Program was established with a grant of $354,000 from the Meadows Foundation of Texas to help improve the practices of building administrators as instructional leaders.

The project is structured with a two-fold impact: an inservice component which offers ongoing seminars focused toward improving instructional leadership for practicing principals of Texas; and a preservice component which offers a 15 month intensive program to prepare practicing teachers for service as principals with an emphasis on instructional leadership. The preservice component is in its third year of operation and the inservice component is in its fourth year of operation. Participating principals are nominated by their district's administrators during the summer of each year. The project was refunded by the Foundation with a second grant in 1987 to bring the grant funds to almost $1 million.

PRINCIPALS' CENTER

TEXAS CHRISTIAN
UNIVERSITY
BOX 32925
FORT WORTH, TX 76129
(817) 921-7660

CONTACT PERSON:
CAROL MCGREVIN, Ph.D

The TCU Principals' Center was founded in 1988 under the sponsorship of Texas Christian University and the leadership of Carol McGrevin and a group of school principals from the Fort Worth area. The Center was developed to provide a support system for public and private elementary, middle and secondary school principals in the Dallas/Fort Worth metroplex. The primary purpose of the Center is to create a learning environment of building level administrators. It serves as a forum for the exchange of ideas and practices.

The programs and activities of the Center are developed in response to the needs of its members. For the initial year, a three strand program is envisioned. One strand focusing on current issues and challenges facing American schools with an emphasis on Texas issues. Another strand focusing on administrative skills and practices, and the third strand focusing on a specific personal professional growth area—such as creative leadership. All activities sponsored by the Center are designed to promote maximum interaction among members.

Membership in the Center is on an individual or system basis. The broad based support for the program is evidenced by the governance structure of the Center. The advisory Board is comprised of a university professor, principals, an assistant superintendent, community and business representatives.

BAYLOR PRINCIPALS' CENTER

C.S.B. #113
BAYLOR UNIVERSITY
WACO, TX 76798
(817) 755-3117

CONTACT PERSON:
DR. DWAIN M. ESTES

The Baylor Principals' Center was founded in 1984 by Dr. Dwain M. Estes, Chairman and Professor, Department of Educational Administration, Baylor University, Waco, Texas. A letter explaining the desire to form a Principals' Center was sent to superintendents and principals in 100 school districts in Central Texas. Presentations were made to professional organizations and various meetings of administrators. Approximately 200 persons participated the first year at no cost. One hundred dollars per person was charged the second year and we had 350 members. The following year 400 participants joined. The cost was borne by the individual, the school district, or a combination thereof.

State-mandated programs in non-appraiser instructional leadership training, monthly principals' seminars, two major conferences, meetings of a Curriculum Council, Superintendents' Round Table, and Beginning Principals' Consortium are held throughout the school year for the 286 active members. Once again, the members paid one hundred dollars for membership with the cost borne by the individual, school district, or a combination of the two. In addition to the meetings listed, the Baylor Principals' Center also sponsors meal functions with representatives from the Texas Education Agency to provide the latest Agency updates for our members.

UTAH PRINCIPALS' ACADEMY

UTAH STATE OFFICE OF EDUCATION
250 EAST 500 SOUTH
SALT LAKE CITY, UT 84111
(801) 538-7731

CONTACT PERSON:
BRIAN SCHILLER

The Utah Principals Academy was developed by planners in the Utah State Office of Education during 1983-84. This developmental effort arose from recognition of the emerging instructional leadership role expected of school principals. The Academy began formal operation in the fall of 1984. Its goals were and remain:

- To strengthen the role of the principal as an instructional leader.
- To provide inservice training for continued skill development of principals.
- To build a collegial network of support among principals.
- To serve as a resource center for all principals of the state in the dissemination of ideas and practices.

The Academy meets its goals in several ways:

- **Fellows Program** — a select group of principals participate in approximately twenty days of intensive, articulated seminars over a ten month period.
- **Seminar Program** — any principal may participate in planned one or two day inservice workshops on selected topics.
- **Cluster Grant Programs** — financial grants are awarded to local school districts to plan and conduct inservice education for principals based on local needs.

VERMONT CENTER FOR EDUCATIONAL LEADERSHIP DEVELOPMENT

P.O.BOX 580
MANCHESTER CENTER, VT 05255
(802) 362-4555

CONTACT PERSON:
E. JANET JAMIESON

The Vermont Center for Educational Leadership Development (LEAD Project) was funded in 1987 through a federal grant. The project has as an overall goal, "Excellence in Education, Through Excellence in Educational Leadership." The first year of the program focuses in the following areas:

- Leadership for Instruction and Performance: This component provides training for school leaders in the Stalling's Instructional Development Model. It is designed to assist leaders in developing their abilities in the systematic and reliable collection of classroom data.

- Leadership for School Improvement: Leaders are provided opportunities to study well researched models of school improvement and evolve an action plan for implementation in their school district.

- Leadership for Human Relations: Leaders have the opportunity to formally access their leadership skills and strengthen specific leadership behavior through special projects.

- Leadership for Aspiring Vermont Women: This component of the program provides a support and training network for women who aspire to educational leadership positions.

- Leadership for the Future: A Futures Task Force is charged with producing a document that will identify the professional development needs for future Vermont leaders and provide recommendations to Vermont's policy makers.

- Leadership Coaching from American Corporations: Five regional business-education study groups will examine promising practices from both public and private organizations. We also are enlisting support from IBM to provide executive management training for school administrators.

- Leadership for Informational Networking: The Center maintains a telephone "hotline" and a newsletter that highlights areas of interest to Vermont's educational leaders.

VERMONT LEADERSHIP ACADEMY

VERMONT HEADMASTERS' ASSOCIATION, INC.
P.O. BOX 128
MONTPELIER, VT 05602
(802) 229-0547

CONTACT PERSON:
W. SCOTT BLANCHARD

The Vermont Leadership Academy is a challenging and intensive program of educational leadership, which is aimed at encouraging the professional growth of principals and other school leaders in Vermont. The Academy is sponsored by the New England Coalition of Educational Leaders, Inc.; University of Vermont; Vermont Headmasters' Association; Vermont School Boards Association; Vermont State Colleges; Vermont State Department of Education; and the Vermont Superintendents' Association to:

- provide an opportunity for Vermont school administrators to link with other leaders across the state to consider plans for professional development;
- expose participants to the skills and expertise of a core group of practitioners;
- increase the participants' familiarity with current thinking of researchers and practitioners; and
- help participants develop strategies for making current ideas applicable to their own setting.

Presentations are made by researchers and educational leaders from Vermont, Washington, D.C., Georgia, and New York. In addition, extensive skills development activities are led by trained facilitators and Academy staff. These intensive sessions provide all the institute participants with an opportunity to share ideas, exchange information, and test points of view. Based on the strategies and skills they study during the week, the participants design individual Professional Development Plans. On the final day of the institute each participant shares his/her plan with the understanding all would attempt the plans upon return to their respective school.

NATIONAL ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS

1615 DUKE STREET
ALEXANDRIA, VA 22314
(703) 684-3345

CONTACT PERSON:
ROBERT E.ANASTASI

"Strong leaders create strong schools. Research and common sense suggest that administrators can do a great deal to advance school reform." NAESP couldn't agree more with this statement from the National Governor's Association *1991 Report* on education and believes we must be a dominant force in providing training necessary to practicing elementary and middle school principals, as well as those persons aspiring to the principalship in the future.

NAESP envisions a cooperative effort with state and university sponsored principals' centers, state associations, and others which will provide reality training needed to meet the challenges of the 21st Century. To this end, the National Principals' Academy includes a Certificate of Advanced Proficiency Program (CAP) to promote the kind of leadership skills that United States Secretary of Education William Bennett describes in the following excerpt from *First Lessons*, his 1986 report on elementary education. "The Department of Education's Elementary School Recognition Program has found hundreds of schools where principals' imaginative leadership has led to dramatic improvements. Elementary Education is fortunate to have many like them in its ranks."

The CAP program has as its curriculum core the NAESP publication, *Proficiencies for Principals: Kindergarten Through Eighth Grade*. The *1991 Report* refers to a gap "between the current knowledge about effective principals and the practices for training, selecting, managing, and supporting principals." The CAP training program is designed to effectively close that gap. As stated in the *Proficiencies* document, "most preparation programs do a good job of providing an adequate knowledge base. They too often fall short, however, in translating such knowledge into practical application at the elementary/middle school level. *Proficiencies for Principals* seeks to address this discrepancy."

NAESP believes that every principal must be allowed and encouraged to fully develop his or her expertise in these proficiencies. The Certificate of Advanced Proficiency Program is our effort to put that belief into practice.

SOUTHWESTERN VIRGINIA REGIONAL ASSESSMENT CENTER

240 UNIVERSITY CITY OFFICE BUILDING
BLACKSBURG, VA 24061
(703) 961-5949

CONTACT PERSON:
RICHARD A. FLANARY

In February 1985, the Virginia General Assembly approved partial funding for the initial two centers. Other universities in the Commonwealth have expressed interest in implementing similar NASSP Assessment Centers.

The implementation of the approved Regional Assessment Center Program involves a joint partnership between the host university and regional school divisions electing to participate in the program. Representative committees appointed by the superintendents and the universities in the regional divisions serve to advise, plan, and coordinate assessment/development resources and services.

The primary purposes of the Assessment Center Program are to:

- identify highly talented prospective principals with highly generalized administrative skills,
- offer professional development to current administrators trained as assessors, and
- offer professional development to Assessment Center graduates participating in long-range developmental programs.

VIRGINIA SCHOOL IMPROVEMENT PROJECT (SIP)

CURRY SCHOOL OF EDUCATION
UNIVERSITY OF VIRGINIA
405 EMMET STREET
CHARLOTTESVILLE, VA
22903
(804) 924-0861

CONTACT PERSON:
ROBERT L. CANADY

The School Improvement Project has been established by the faculty of the Department of Educational Leadership and Policy Studies of the University of Virginia for the purpose of updating administrators in the areas of research findings, exemplary instructional programs, managerial practices, and staff development programs.

The Project offers current trends in public education, an on-going informational service for principals, assistance in designing local staff development programs, a newsletter, annotated bibliographies, video tapes and in-district consultations.

Developed as a response to needs expressed by school administrators in Virginia for further training in the area of instructional leadership, the Project involves principals in the planning, offering, and evaluating of activities.

CENTER FOR APPLIED RESEARCH AND DEVELOPMENT

GEORGE MASON JR.-SR. HIGH SCHOOL
7124 LEESBURG PIKE
FALLS CHURCH, VA 22043
(703) 241-7646

CONTACT PERSON:
TODD ENDO
HUGH SOCKETT

The Center for Applied Research and Development (CARD) was founded as the result of meetings between faculty of the College of Education and Human Services at George Mason University and staff from school divisions in Northern Virginia. CARD began work with the appointment of the Director on May 1, 1987. It involves principals, teachers, other school system staff, and university professors in a set of collaborative and role related activities.

The structure and direction of CARD is framed by at least three interrelated ideas:

- That educational improvement emerges as much from the *professional commitment* of all educators as it does from systems which provide incentives to meet predetermined standards
- That educational research and development seen as *reflective inquiry* by professionals on their practice contributes to educational improvement as significantly as the application of the findings of others
- That the educational community is drastically split between the organizational cultures of research, practice, and administration, and that a *reflective, collaborative, professional context* is needed for individuals to escape the power and authority of their organizations.

CARD sponsors two major types of activities in an attempt to meet diverse needs. Role related needs are served by networks—one for teachers, one for principals, and one for others interested in education. Network activities are developed by the participants and encourage sharing among peers. Forums have been created on designated topics and involve principals, teachers, and others who have an interest in the identified topic. Topics were developed by the participants and include collaborative decision-making in schools, minority students' achievement, instructional technology, math for middle school underachievers, and humanities. Forum activities have ranged from discussions of articles to the development of research and development proposals for funding.

FAIRFAX COUNTY PRINCIPALS' RESEARCH GROUPS

WALNUT HILL CENTER
7423 CAMP ALGER AVE.
FALLS CHURCH, VA 22042
(703) 698-0400

CONTACT PERSON:
TODD ENDO
C. RICHARDSON

The Principals' Research Groups were organized in June 1983 as a result of a collaborative effort among the Office of Research and Evaluation, the Area I Superintendent, and volunteer Area I principals. During the 1983-84 school year, principals and assistant principals organized themselves into four groups that studied self-selected topics. The initial topics were students with special needs, school climate, teacher incentives, and reading. The area office and the Office of Research and Evaluation provided support to the groups.

Each year, the groups renew themselves and pursue topics of interest to them. They schedule their own meetings, plan the agenda, meet regularly, share informally, and take action steps if called for. They may select an article or book to discuss, invite a speaker (often a colleague), collect and analyze data, or share experiences, problems, ideas, and concerns. Sometimes themes remain for more than a year; other times the topics change from meeting to meeting.

Over the last four years, participation has spread to principals from all parts of the school system. The topics have changed from the initial four through allocation and scheduling of staff in schools to school-based leadership and cooperative learning. The results of the various group efforts have ranged from multi-millions of new dollars to provide additional staff to special needs schools to extinction because of lack of interest.

By design, the Principals' Research Groups are small, flat in organization, focused, voluntary in membership, and light on administration and overhead. Enthusiasm is high because principals run them, grow professionally, and see results.

TIDEWATER PRINCIPALS' CENTER

OLD DOMINION UNIVERSITY
DARDEN COLLEGE OF EDUCATION
DEPT. OF EDUCATIONAL LEADERSHIP
NORFOLK, VA 23529-0157
(804) 683-5103
3288

CONTACT PERSON:
YVONNE GONZALEZ

The Principals' Center at Old Dominion University was founded in 1987 by Petra E. Snowden, a professor in the Department of Educational Leadership and Services, Darden College of Education and eight Hampton Roads school system administrators, as a program of the Hampton Roads Leadership Academy.

The Center is a place where principals and assistant principals play a central role in their own personal and professional development. It is principal-centered in design and operation. Members participate fully both in the governance of the center and in the planning and preparation of programs. Present membership is drawn, voluntarily from eighteen area school divisions, Norfolk State University and Old Dominion University. Meetings held in November 1987 and March 1988 were designed to introduce area principals to the Center concept and elect officers as well as formulate future activities. Over two hundred members attended in addition to executive advisory council representatives.

FAIRFAX COUNTY PRINCIPALS' INSTITUTE

SOUTH LAKES HIGH SCHOOL
11400 SOUTH LAKES DRIVE
RESTON, VA 22091
(703) 476-5270

CONTACT PERSON:
DIANA SCHMELZER

The Principals' Institute evolved from an interest on the part of the principals of Fairfax County for better training as well as an interest on behalf of the Superintendent's Office for better supervision of instruction. All of the principals in Fairfax County Public Schools are a part of the Institute. Two areas of training are available to the members, the required training in supervision of instruction and voluntary sessions on topics of interest to principals.

The Institute is governed by an executive board comprised of principals elected from the intermediate, elementary and high school levels. Additionally, two members serve for a two year period and the appointed members for a one year term. Each year the executive board sets the goals for the year and works to obtain them. Much assistance is provided by the Office of Staff and Organizational Development. All funding is provided by the Fairfax County Public Schools.

A newsletter is published when appropriate.

VIRGINIA DEPARTMENT OF EDUCATION PROFESSIONAL DEVELOPMENT AND BEGINNING TEACHER ASSISTANCE PROGRAM

P.O. BOX 6-Q
RICHMOND, VA 23216
(804) 225-2594

CONTACT PERSON:
NANCY C. VANCE

The Virginia Department of Education has two regional Assessment Centers financed through the general assembly. The Centers are located at George Mason University and Virginia Polytechnical Institute and State University. The primary purpose of the Assessment Centers are to:

- identify highly talented prospective principals with highly generalized administrative skills,
- offer professional development opportunities to current administrators trained as assessors, and
- offer professional development to assessment center graduates participating in long-range development programs.

LEAD CONSORTIUM

825 EAST 5TH
OLYMPIA, WA 98501
(206) 943-8094

CONTACT PERSON:
PATRICIA KRYSINSKI

LEAD Consortium began in 1987. We are one of a network of leadership training projects established in many states as a result of federal legislation and funding.

We offer mentoring programs for new principals, workshops on leadership training, mentoring and career advancement, year-long training and development programs, and networking among organizations. We recruit and train administrators from the private and public sectors.

EVERGREEN PRINCIPALS' CENTER

12001 NE 9TH ST.
VANCOUVER, WA 98662
(206) 256-6090

CONTACT PERSON:
GLORIA C. PAPPAS

The Evergreen Principals' Center began in June, 1986. The Center has a board, by-laws, and a commitment to encouraging personal and professional growth.

The Principals' Center is still in the planning stages. A support group is developing for the purpose of bringing and sharing significant information regarding the principalship. The Center is planning several conferences, informal discussion groups, brainstorming and problem-solving sessions.

Funding for the Center comes from membership fees, mini-grants, and a cadre of volunteers.

The Evergreen Principals' Center is founded on the belief that administrators and principals do make a difference in schooling outcomes in the Evergreen School District.

The goal of the Principals' Center is to provide for its members, professional and personal growth opportunities, designed to result in improved student outcomes, student climate and staff morale.

This goal is achieved through conducting several conferences, informal discussion groups, brainstorming and problem-solving sessions throughout the year.

Funding for the Center comes from mini-grants, Evergreen School District and donations from its members.

APPALACHIA EDUCATIONAL LABORATORY

P.O. BOX 1348
CHARLESTON, WV 25325
(304) 347-0400
(800) 624-9120 TOLL FREE OUTSIDE WV
(800) 344-6646 TOLL FREE IN WV

CONTACT PERSON:
SANDRA R. ORLETSKY

AEL is a nonprofit corporation created in 1966 to work with educators in R&D based efforts to improve education and educational opportunity. Most current work is supported by two contracts with the U.S. Department of Education's Office of Educational Research and Improvement (OERI).

Under its Regional Educational Laboratory contract with OERI, AEL serves educators in four states: Kentucky, Tennessee, Virginia, and West Virginia. Projects include the School Governance and Administration program that works with state associations of local school administrators and boards of education to provide specialized R&D information, training, and technical assistance. Other Regional Educational Laboratory programs serve teachers, state-level policymakers, higher education faculty, rural schools, and urban schools.

Under its other contract with OERI, AEL serves as the ERIC Clearinghouse for Rural Education and Small Schools (ERIC/CRESS).

WEST VIRGINIA PRINCIPALS' ACADEMY

WEST VIRGINIA
DEPARTMENT OF
EDUCATION
CAPITOL COMPLEX, BLDG 6
CHARLESTON, WV 25305
(304) 348-7805

CONTACT PERSON:
JOHN B. HIMELRICK, SR.

The West Virginia Principals' Academy was established in July of 1984. Fifty-four principals were served during that first year of operation and that number has increased each year. Currently, 100 principals are enrolled each year.

The Academy program consists of an 11-day summer residential session, and follow-up sessions of three days each in the fall and spring of each school year. During the first eight days of the summer residential session principals are provided a strong background in effective school research focused around five identified characteristics of effective schools:

- school climate,
- high expectations,
- strong instructional leadership,
- emphasis on academics, and
- monitoring of pupils and programs.

Effective schools research is presented by the top researchers in the field. Practicing principals who have implemented effective schools programs in their schools are selected to share their experience. A large part of each day is spent in small discussion groups; these offering the principals opportunities to interact with presenters, share experiences and relate the content of presentations to their own schools.

During the last three days of the summer session the first segment of a school improvement process is presented. The second and third segment of the process are delivered during the fall and spring follow-up sessions with assignments to be accomplished during the interim periods. Each principal develops a three-year school improvement plan ready to be implemented at the beginning of the following school year.

Additionally, an Effective Schools Program Network, open to all graduates of the Principals' Academy, was initiated in 1986 to provide an on-going source of support to graduates. This self-governing group has initiated a strong network of activities including an annual statewide conference and a publication, The Net designed to promote the exchange of information and ideas.

ACADEMY FOR EQUITY IN EDUCATIONAL ADMINISTRATION

SCHOOL SERVICES BUREAU
2420 NICOLET DRIVE
GREEN BAY, WI 54301-7001
(414) 465-2480

CONTACT PERSON:
LYNN R. WALLICH

Collaborative efforts between various educational units of the University of Wisconsin system have established an Academy for Equity in Educational Administration. Based at the University of Wisconsin-Green Bay, the Academy's primary purpose is to facilitate the employment and job success of women in educational administration.

Academy programs will include formal and informal educational experiences designed to prepare and support women in administrative leadership in Wisconsin schools. Program objectives will be determined through formal surveys, conference proceedings, and various planning activities, with overall direction provided by a national advisory committee. The educational opportunities will include formal instruction, workshops, networking activities, and administrative skill assessment. Presenters and participants will include job aspirants, academicians, practitioners, various public figures, such as school board members, and representatives of community-based organizations.

Direction for Academy programs will be the responsibility of a statewide advisory board composed of thirty-three members. The board has seven members representing higher education, eleven members representing public school administration, two members representing private schools, two members from the state department, two school board members, and six national members.

Funding for the program will be on a basis of each participant in an activity paying an equal share of its total cost. Funds to off-set costs to the participants will be sought from other sources.

PRINCIPALS' PROFESSIONAL DEVELOPMENT ACADEMY

LLC PLAZA
UNIVERSITY OF WISCONSIN
GREEN BAY, WI 54301
(414) 465-2480

CONTACT PERSON:
LYLE BRUSS

The primary purpose of the Academy is to provide opportunities for practicing principals and assistant principals to design programs for improving their leadership in classroom instruction and educational management. Its efforts will focus on sponsoring programs that are problem-focused and process-oriented. The programs are to be long term in format, provide participants the opportunity to apply their newly acquired knowledge and skills' in their schools.

The operating guidelines of the Academy are intended to provide procedures for determining priorities: designing programs, identifying incentives, and evaluating results for participants of the Academy. Participants in the activities of the Academy are also intended to design those activities. By the planners of professional development also being the recipients, it is inferred that the intended outcomes and delivery of services will be clearly defined and have a higher probability of satisfying their identified priorities. Therefore, in addition to participants receiving new knowledge and skills, they will also become proficient in their ability to plan effective staff development activities—an ability that can be transferred to their own schools.

Direction for the activities of the Academy will be the responsibility of a committee composed of eighteen members. The committee will have nine members representing public schools, three members representing private schools, two members from business, and one member representing the intermediate school agencies in northeastern Wisconsin.

Funding for the activities is on the basis of each participant in an activity paying an equal share of its total cost. Funds to off-set costs to the participants are being sought from other sources.

Six national speakers are usually scheduled during the year. Three address school improvement and three address school leadership. From these six the Advisors select two that will be offered throughout the following year as "developmental" programs. In these, teams from school buildings develop and implement plans for their schools. Participants in these developmental programs are also designated as mentors for other schools that want to become involved in the programs in the future.

Private industry with corporate headquarters in the area are being asked to reserve two places in their staff development programs in which principals can participate.

INSTITUTE ON EDUCATIONAL ADMINISTRATION

P.O. BOX 280
GEELONG, VICTORIA 3220
AUSTRALIA
(052) 26-2121

CONTACT PERSON:
PETER LEA-WOOD

The Institute of Educational Administration (IEA) was founded in 1976 by the Government of the State of Victoria, Australia, to provide programs of training in educational administration for those persons involved in school governance, to undertake research towards improvement of the quality of educational administration and to advise and assist educational institutions in matters relating to administration.

The IEA conducts programs varying in length from two to twenty-three days at its own residential training complex or off-campus as required. Programs are developed in consultation with the client group who may be teachers, administrators, parents, students or members of the wider school community.

The Institute also produces multi-media teaching material in the form of video-tapes, audio-tapes and literature. This material is used by the IEA itself and is available for sale or hire by institutions that may require it.

CENTRE FOR LEADERSHIP DEVELOPMENT

UNIVERSITY COLLEGE OF CAPE BRETON
P.O. BOX 5300
SYDNEY, NOVA SCOTIA
CANADA B1P 6L2
(902) 539-5300, X 327

CONTACT PERSON:
DENIS CASSIVI

The Centre for Leadership Development grew out of the work of the Committee for Continuing Teacher Education. That Committee consisted of representatives of the Senior Administrations of the four District School Systems in Cape Breton, representatives from the teachers and their Union, and representatives from the Division of Continuing Education, University College of Cape Breton, which spearheaded the work. This cooperative body was responsible for planning and designing teacher education programs - both credit and non-credit - offered by the University.

The Committee made a decision to put an emphasis on working with educational leaders and educational leadership - hence, the creation of a Board of Directors and the Centre for Leadership Development, modeled on the same cooperative approach as the Committee for Continuing Teacher Education.

The purpose of the Centre is to provide opportunities for teachers, school and school system administrators, school board members and the public to develop and enhance leadership and administrative skills.

OISE/UWO
EDUCATIONAL
LEADERSHIP CENTRE

UNIVERSITY OF WESTERN ONTARIO
LONDON, ONTARIO,
CANADA N6G 1G7
(519) 661-2091

CONTACT PERSON:
E.L. BURDENUK

This is a joint Centre of the Faculty of Education, The University of Western Ontario, London, Ontario and the Ontario Institute for studies in Education, Toronto, Ontario. It represents a coming together of the common interests of the Faculty of Education and the former Western Ontario Centre for OISE in educational studies and professional development, particularly as these pertain to leadership roles in education.

The Centre provides a base from which a number of activities take place. The permanent staff of the Centre provide in-service workshops, seminars and courses to school board personnel on request. The staff conduct their own research into related topics and offer assistance to school boards on request. In addition to the permanent staff, the Centre has a 'floating population' of visiting and adjunct educational leaders who conduct research and/or assist with the activities of the Centre. The major focus of work in the Centre is on the principalship.

The Centre operates a summer training course for principals, which leads to the provincial certificate required for that position, and also serves as the home of the Canadian NASSP Assessment Centre Project, known as the Educational Leadership Assessment Centre (ELAC).

CENTRE FOR PRINCIPAL DEVELOPMENT

THE ONTARIO INSTITUTE
FOR STUDIES IN
EDUCATION
252 BLOOR STREET WEST
TORONTO, ONTARIO
M5S 1V6 CANADA
(416) 923-6641

CONTACT PERSON:
DR. KENNETH A. LEITHWOOD

The Centre was established by Dr. Kenneth Leithwood at OISE in 1985. Its basic mandate is to :

- Conduct research concerned with planned change in general, and the role of the principal in school improvement, in particular;
- Carry out development projects and consult with school systems concerning planned change and the principal's role in school improvement;
- Develop and conduct in-service and pre-service education programs for school administrators.

In addition, Centre personnel are currently involved in negotiation with educators in British Columbia and the Northwest Territories aimed at establishing leadership Centre's in those regions. Finally, Centre personnel are presently assessing the feasibility of establishing an electronic bulletin board communications network for Centre associates in Ontario and across Canada.

DIVISION OF EDUCATIONAL LEADERSHIP

MCGILL UNIVERSITY
3724 MCTAVISH STREET
MONTREAL, QUEBEC,
CANADA H3A 1Y2
(514) 398-6746

CONTACT PERSON:
JOAN BENETEAU

The Division of Educational Leadership (DEL) was founded in 1976 through consultation with the Ministry of Education of Quebec. DEL provides in-service training through a variety of programs to about 650 English school administrators in Quebec. A needs assessment is used to indicate program preferences.

With funds from private foundations and school districts, DEL provides one, two, and three-day conferences. In addition, it provides a longer, more comprehensive program (six weeks in two years) with a field component.

DEL publishes a newsletter and is willing to place other principals' centers on their mailing list.

NATIONAL DEVELOPMENT CENTRE FOR SCHOOL MANAGEMENT TRAINING

35 BERKELEY SQUARE
BRISTOL, ENGLAND
VS8 1JA
UK (0272) 303030 EXT. M283

CONTACT PERSON:
MIKE WALLACE

The National Development Centre for School Management Training is a project set up by the Department of Education and Science of the British government in 1983. Its brief is to promote effective management development and training for head teachers and senior staff of publicly maintained primary and secondary schools in England and Wales. In order to achieve this aim the NDC is involved in the management of inservice training, of which management development is a part. In September 1988 the NDC becomes a self-funding organization, recovering its costs through charges for its services.

The NDC acts as a facilitating agency. Activities include collaborative projects to develop process guidelines for school management development at the levels of school and local administration and to disseminate good practice in the management of inservice training by local administrators. A national resource bank has been established which contains information on materials related to the management and leadership of schools. Annotated bibliographies are published on topics such as appraisal, training materials, school management, women and management and managing in-service training.

The NDC also provides consultancy services and organizes conferences to disseminate its work and to provide a forum for discussion of major issues, and initiates training of trainers' workshops on team-building and other topics. A number of publications are available and a regular newsletter is published.

DODDS-A PRINCIPALS' INSTITUTE

DODDS-A, EDUCATION DIVISION
APO NEW YORK 09241-0005
(ENGLAND) 1-868-2017

CONTACT PERSON:
JAMES E. PIRKLE

The DODDS-A Principals' Institute is an outgrowth of the Atlantic Region's ESLA (Enhancement of Student Learning and Attitudes) program. Our Principals' Institute was launched in April 1986 with a seven-member board of governors. Institute membership is open to all principals, coordinating principals, deputy principals, assistant principals, and education program managers in schools scattered around England, Scotland, Belgium, Holland, Iceland, Bermuda, Cuba, Newfoundland, and Antigua.

Believing that the principal is one of the major keys to the quality of the school's climate and programs, our Institute is dedicated to the professional and personal development of its administrators. All issues, topics, concerns, and activities of the Institute evolve from its members. The Principals' Institute directs an annual Summer Seminar based upon the needs identified by the board of governors. Encouragement and opportunities are given to member-colleagues to share craft knowledge and expertise in an atmosphere of mutual support. Additionally, the Institute seeks to foster shared problem solving, sponsor networking, and support the scholarly study of the art and science of educational leadership.

The DODDS-A Principals' Institute welcomes interaction and communication with other principals' centers.

NORHAM CENTRE FOR LEADERSHIP STUDIES

UNIVERSITY OF OXFORD
DEPARTMENT OF
EDUCATIONAL STUDIES
15 NORHAM GARDENS
OXFORD, OX2 6PY
ENGLAND

CONTACT PERSON:
DR. VIVIAN WILLIAMS

This Centre was established in 1988 to promote knowledge, understanding and research studies in leadership in educational establishments at regional, national and, especially, international levels.

Objectives:

1. To extend conceptualisation of the nature and purpose of leadership within educational contexts.

2. To share experience:
   a. among practitioners at Headship and Principal level;
   b. among administrators at LEA/District levels in the UK, USA and other educational systems.

3. To stimulate the development of progressive attitudes, skills and methodologies in the application of leadership concepts in education.

4. To promote ways in which through education, training and selection, candidates might be prepared more effectively for leadership roles and positions.

5. To encourage research into ways in which leadership practice and process contribute to school improvement strategies and enhance effectiveness of educational provision.

Centre Framework:

1. The Centre exists to provide opportunities for study periods, exchange visits and research projects relevant to its primary objectives. For example, study periods are possible at Oxford extending over half-semester, term or annual programmes.

2. It is intended to arrange annual conferences, at Oxford and overseas when appropriate, to facilitate the sharing of experience and research among practitioners and academics through programmes which are intellectually and professionally developmental. An inaugural residential international conference is currently being planned at St. Peter's College, for March 1989. The theme will be *The School as a Community of Leaders*.

3. Initially, the Centre will be associated with the network of Principals' Centres in the U.S.A. and elsewhere.

LEADERSHIP CENTER - IKIP MALANG

INSTITUTE OF TEACHER TRAINING AND EDUCATION
JALAN SURABAYA 6
MALANG 65114
INDONESIA

CONTACT PERSON:
DEAN E. Y. INDUNG

The Leadership Center development at the Institute for Teacher training and Education (IKIP Malang) is the result of joint planning and collaboration among a number of agencies. The Department of Educational Administration at IKIP in cooperation with the Dean and faculty of the Graduate School of Education at IKIP Malang, the East Java provincial education authority (KANWIL), and project personnel from Jakarta all contributed to the planning phase.

The Centre is considering leadership selection, leadership development, technical assistance and research dissemination as the major program initiatives. The constituency will be educational leaders from the province of East Java, focusing heavily upon building level leadership and leadership personnel at IKIP. Governance will involve practitioners and personnel from higher education with major responsibilities residing with the Department of Education Administration at IKIP.

First year activities will be limited largely to program planning, with the possibility of presenting one conference on current leadership issues and the preparation and dissemination of a quarterly newsletter. It is anticipated that membership in the Center Directory will provide an additional source of assistance in our development.

Addendum to the Directory

ASSESSMENT AND DEVELOPMENT CENTER OF NJ
SUITE 1 I
225 GORDON'S CORNER ROAD
MANALAPAN, NJ 07726
(201) 446-5330
CONTACT PERSON: **DR. TONI C. MULLINS**

THE PRINCIPALS' CENTER AT BROOKLYN COLLEGE
BROOKLYN COLLEGE OF CUNY
BROOKLYN, NY 11210
(212) 780-5485
CONTACT PERSON: **DR. THOMAS MONTEIRO**

THE LOWCOUNTRY PRINCIPALS' CENTER
THE CITADEL
DEPARTMENT OF EDUCATION
CHARLESTON, SC 29409
(803) 792-7824
CONTACT PERSON: **RONALD A. McWHIRT**

TEXAS LEAD CENTER
1101 TRINITY STREET
AUSTIN, TX 78701-1994
(512) 477-9014
CONTACT PERSON: **JOAN G BURNHAM, DIRECTOR**

PUGET SOUND EDUCATIONAL CONSORTIUM
LAKE WASHINGTON SCHOOL DISTRICT
10903 NE 53RD, BOX 2909
KIRKLAND, WA 98083
(206) 828-3251
CONTACT PERSON: **MS. CINDY MEILLEUR**

NATIONAL CENTER ON EFFECTIVE SECONDARY SCHOOLS
SCHOOL OF EDUCATION
UNIVERSITY OF WISCONSIN-MADISON
1025 WEST JOHNSON STREET
MADISON, WI 53706
(608) 263-7575
CONTACT PERSON: **FRED M NEWMANN, DIRECTOR**